



STRATEGIC PLAN

2003-2006

(amended January 2004)

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I. INTRODUCTION

Background on School Readiness Vision

In California, too many of our young children are exposed to an array of risk factors that compromise healthy physical, emotional, and cognitive development. Research tells us that the course of this early development has profound long-term effects on the children's ability to be ready and able to learn successfully (school readiness) and achieve their greatest potential in life.

Ample data currently exists that shows many of California's children suffer from disadvantages that impede their optimum development. Recent reports of the status of our children show that 1.7 million of California's children are part of poor families; 1.9 million lack health insurance and more than 660,000 were reported as abused or neglected. Many of California's children who are in childcare do not receive the nurturing care that they need, and many are in settings where no standards are in place. In addition, sharp disparities and inequities exist among children along all of these dimensions according to their ethnicity and other socio-economic factors. The stark reality of this information is amplified when it is contrasted with our knowledge that consistent, predictable, nurturing and enriching experiences for infants and young children have a profound impact on how their brains develop and their future success in school and in life.

The First 5 California Children and Families Commission, and each of the 58 county commissions, are committed to increasing school readiness for all California children. The Commission is addressing the complex developmental and learning needs of California's youngest children through the continuation of existing initiatives, implementation of new initiatives during the 2003/04 fiscal year and a long-term commitment for future support. With this commitment to improving children's school readiness, the Commission has adopted "*First 5 California*" as its new name to express our overarching school readiness identity. The name conveys the importance of the first five years and is meant to help the public understand the overall purpose of the California Children and Families Commission.

First 5 California Strategic Plan

The First 5 California Children & Families Commission (First 5 California) Strategic Plan for the fiscal years 2003/04 through 2005/06 is designed to guide First 5 California towards the achievement of the goal of school readiness for all of California's children. The Strategic Plan outlines the current state of First 5 California initiatives and the future plans to advance its vision of school readiness through goals that promote:

- *Early Childhood Learning & Education*: Increase the quality of and access to early learning and education for young children aged 0-5.
- *Early Childhood Health*: Promote the prevention, early identification of and intervention in health and developmental issues.
- *Parent and Community Education*: Promote the importance of quality early care and education for young children by providing information and tools to parents, caregivers, schools and communities.
- *Tobacco Cessation*: Contribute to the decrease in the use of tobacco products and other harmful substances by pregnant women, parents and caregivers of young children.
- *Organizational Effectiveness*: Ensure programs and resources are utilized and managed in the most effective manner and in accordance with state laws and regulations.

The centerpiece of First 5 California's work is the \$400 million School Readiness Initiative. First 5 California, in partnership with local County Commissions, is implementing a comprehensive system of services for children up to age 5 and their parents and caregivers, all designed to support strong families, healthy children, and children learning and ready for school. While the system of services that is ultimately developed will vary depending on each county's specific needs, funding priorities address the need for comprehensive prenatal-to-5 services linked to schools and designed to ensure children enter school ready to succeed. The initial implementation of the initiative is targeted at neighborhoods where the local elementary school is in the lowest 3 deciles of the Academic Performance Index (API). This targeting provides a mechanism to direct funds to those children and neighborhoods most at risk for inadequate early learning experiences.

First 5 California operates under a set of Guiding Principles and a set of Equity Principles that taken as a whole provide an operational framework for the creation of and implementation of First 5 California programs and initiatives. This framework starts with a commitment to utilizing the latest research available to determine the highest areas of need for California's children and the most appropriate delivery mechanism for ameliorating those needs. The research includes extensive use of public information gathering to ensure that First 5 California hears the voice of the parents, families, caregivers, early educators and providers. Each delivery mechanism is rigorously reviewed to ensure children, parents and other caregivers from all of California's culturally, linguistically, and geographically diverse populations, including those with disabilities and special needs, are served in a manner that is easy to access, use and understand. In addition, First 5 California will, commencing in the 2003/04 fiscal year, be

utilizing an Equity Principles Implementation Plan to further its efforts to serve all of California's diverse population.

The framework is completed with a focus on results, using results based assessment and evaluation of local and state programs and strategies. First 5 California has committed \$24 million over a 3-year period, commencing in fiscal year 2002/03, to a Statewide Evaluation and Data Collection project. This effort will provide information that will document the impact of First 5 California's efforts on the lives of California's diverse population of children and will provide valuable information on the effectiveness of specific programs, such as the School Readiness Initiative. This information will be used as the basis for research in the coming years to determine the effectiveness of our investments, both at the state and local level.

Although First 5 California, through its Statewide Evaluation and Data Collection Project, will seek over time to define precisely the most effective approaches being implemented, current research suggests that components of a comprehensive school-readiness strategy include:

- High quality child care and learning centers
- Family support and parenting education
- Access to prenatal and early health care, including immunizations and screenings for all children
- Early literacy and family literacy programs
- Smoking cessation for pregnant women and the elimination of secondhand smoke in a child's environment

A strong emphasis is being placed on making these services accessible at the community level through service delivery platforms such as resource centers for families and support programs that reach directly into schools and neighborhoods. Clearly, it is imperative that the services are appropriate for the population being served. Guided by our Equity Principles, the programs are designed to ensure that the delivery platforms are inclusive with respect to language, cultural and ethnic diversity and attention given to children with disabilities and special needs.

Special Projects

In furthering its goals, the Commission has embarked on the development of Special Projects in areas of unmet needs: Informal Childcare Provider Support, Oral Health, Mental Health, Children with Disabilities and Other Special Needs, and Children of Migrant and Seasonal Farm Worker Families. These projects, to be implemented in concert with County Commissions and other partners will provide further investments to address specific areas where State Commission funding can make a difference in services to children and their families that support school readiness.

Advocacy

Accomplishing the goals set forth within this Strategic Plan will require active involvement at the state, regional, county and community level. First 5 California and County Commissions can serve as catalysts in this process by focusing resources carefully, encouraging cooperative action and leveraging education, health, foundation and private sector funds to create lasting change. Consistent with First 5 California's cooperative efforts at the state level

was its role as a significant participant in the development of the California Master Plan for Education. As submitted, the Master Plan would incorporate an early childhood school readiness component into the education system, designed to ensure that all our children receive the early care and nurturing they need to thrive physically, emotionally and intellectually so that they arrive in kindergarten as young learners who will do well in the crucial early years of school. Through legislative advocacy, initiative development and targeted outreach that will broaden the public's understanding and perception of early childhood development, First 5 California may serve as a vital resource in the implementation of the recommendations of the California Master Plan for Education that have a direct bearing on the children aged 0-5 in California. In particular, the Master plan recommendation to implement a statewide program of preschool for all 3 and 4 year olds will constitute a major advocacy and public education effort in the coming years.

First 5 California is pleased to play a role in these important leadership initiatives which offer the opportunity to make a significant change by developing a long-term public policy framework around school readiness and to integrate early childhood services into existing education, health, and social service systems. First 5 California seeks to engage concerned civic and social leaders, policymakers and the general public as partners in the work of the Commission to ensure that early childhood development and school readiness become a sustained and integral part of our education, health care and family support systems.

Tobacco Cessation

First 5 California is committed to reducing or eliminating the impact of tobacco products and other harmful substances on California's children. Through targeted outreach, parental education, pre-natal education and the funding of cessation help-lines, First 5 California promotes the concept that a tobacco free environment plays a vital role in the early childhood development of California's children.

Investing Wisely

The current economic climate and the challenge to balance California's state budget could impact First 5 California's revenue. This Strategic Plan has been developed to be adaptable to a changing resource environment, while still maintaining the ability to achieve its focus on the Commission's school readiness goals. The ability of traditionally funded support systems to serve children is lessening as revenues decrease and tough funding decisions are made statewide. It is during these difficult times that the State Commission can assume a leadership role by implementing innovative programs that make early investments in our children that will yield long-term benefits to children and to the state. A recent longitudinal study on a program similar to the Commission's School Readiness Initiative showed that for every \$1.00 spent, \$6.09 was returned to society in the form of increased earning capacity, associated tax revenues, criminal justice system savings, savings on tangible costs to crime victims and savings on school remedial services. Children participating in the program showed higher rates of high school completion, lower rates of juvenile arrests, particularly for violent crimes, and reduced incidence of grade retention or placement in special education.

To ensure that program dollars are spent on the most effective strategies, the State Commission has invested over \$24 million to evaluate the ongoing effectiveness of our programs and to ensure that our investments are wise, prudent and effective.

In addition, the State and County Commissions must ensure accountability for each dollar invested in programs and initiatives by implementing strict internal controls, having those controls independently audited on an annual basis and completing an annual report each year. The County Commission annual reports are submitted each October to the State Commission for review and consolidation for inclusion in the State Commission Annual Report that is submitted each January to the Governor and the Legislature. No significant audit exceptions have been incurred by the State Commission, or any County Commission.

Just as the parents of California must make daily choices for their children that will shape the lives of these children forever, the Commission must likewise make careful choices with its diminishing resources, to ensure that each dollar spent is a thoughtful investment that will yield the dividend of each of California's children entering school ready to learn at his/her greatest capacity.

II. STRATEGIC PLAN FOR 2003-2006

School Readiness Vision

All young children in the State of California enter school physically & emotionally healthy, learning and ready to achieve their greatest potential.

Guiding Principles Summary

To guide its work, First 5 California developed the following Guiding Principles in 2001. These principles are intended to be overarching statements that guide all Commission activities and responsibilities. They specifically incorporate the major tenets of the Equity Principles, which can be found in complete form in the Appendix. They also incorporate strategic operational and programmatic opportunities that are the starting point for the Commission's work.

- I. Family Focus:** Support families as children's primary caregivers and first teachers. Respond to the voices and views of parents and caregivers.
- II. Diversity & Service Accessibility:** Ensure that families from all of California's culturally, linguistically, and geographically diverse populations, including those with disabilities and special needs, can connect to a system of services that is easy to access, use and understand.
- III. Public Support:** Build public support for a comprehensive early childhood education system that is integrated into the K-12 public education system.
- IV. Policy Development:** Promote policy enhancements and system changes that will support the healthy development and school readiness of all California children.
- V. High Standards & Best Practices:** Incorporate the highest quality standards for programs; utilize research to support promising and best practices.
- VI. Results Oriented:** Focus on results, using results-based assessments and evaluations of local and state programs.
- VII. Partnerships & Collaboration:** Promote collaboration with County Commissions, as well as with other public and private partners. Build on existing expertise, programs and systems.

Summary of Principles on Equity

Background

In July of 2000 the State Commissioners established the Advisory Committee on Diversity to serve as their policy advisors on issues related to diversity and equity. This Committee is responsible for advising the State Commission in fulfilling its mission to adopt policies and practices that equitably provide California's children (prenatal to 5) from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services and programs.

First 5 Diversity Definition--Children (prenatal to 5) regardless of immigration status, who:

- *Are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or*
- *Have disabilities and other special needs.*

Principles on Equity

The Principles on Equity, developed by the Advisory Committee, will be used to guide the policy work and funding decisions of the State Commission. Additionally, the Equity Principles are intended for use by the CCFC staff and contractors. The Committee also developed these Equity Principles with the local audience in mind and in response to the County Commissions' requests for support in this area.

The Advisory Committee approved the Principles on Equity on June 29, 2001. The State Commission adopted the Principles on Equity in October 2001. There are four major components to the principles:

- Inclusive Governance and Participation
- Access to Services
- Legislative and Regulatory Mandates
- Results-based Accountability

Inclusive Governance & Participation

First 5 recognizes that children develop within the context of their families and communities. Therefore, it is essential that First 5 obtain meaningful participation and input from the families and other caregivers of children from diverse populations throughout program development and implementation phases. First 5 programs should:

- Conduct outreach activities that are culturally- and linguistically-appropriate in reaching parents of children with disabilities and other special needs and parents who themselves may have disabilities
- Provide diverse populations the opportunity to participate equitably in defining their needs, and finding solutions, as well as involvement in the planning, delivery and evaluation of programs
- Use community organizations, parent and community leaders, formal and informal networks, and other communication vehicles that have been effective in reaching out to and serving diverse populations

Access to Services

As a critical means for achieving equity, children from diverse populations must have access to high quality and culturally competent early care and education/development opportunities. First 5 funded programs should:

- Set measurable goals and objectives for increasing access and achieving equity
- Use culturally and linguistically relevant methods for community outreach and communications for all communities served
- Provide access to information and support through culturally and linguistically responsive, knowledgeable service providers, including specialized services to assure full participation of diverse populations

Summary of Principles on Equity continued

Access to Services continued

- Conduct assessments, set priorities and design programs that reflect desired results, using appropriate analysis to identify gaps in communities and systems
- Implement a coordinated service delivery approach for young children, with attention to diverse populations who are often served by a variety of agencies, programs and service providers; allow for scheduling services in accordance with family needs/ situations
- Support Individualization of services and programs that allow for participation for all children and their families; demonstrate knowledge of referral services to support diverse populations needs
- Promote a workforce that has skills, knowledge of and is reflective of the children and families being served, with specific emphasis on diverse populations
- Provide training and technical assistance to improve knowledge, attitudes and skills of all involved with the Commission to build their capacity to work with diverse populations

Legislative & Regulatory Mandates

Agencies must adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. First 5 programs should:

- Embrace the spirit of the law
- Demonstrate leadership in assuring that all staff receive training, are knowledgeable about pertinent legislative and legal mandates and have the skills and resources necessary to implement required modifications or enhancements to services or facilities
- Inform parents of their rights and responsibilities, as well as those of their children
- Offer services to all children and their families regardless of immigration status (California Children and Families Commission Resolution –June 29, 1999)
- Be held accountable for compliance with key laws and related mandates. This includes Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act 1990 (ADA), Language Access Laws (Dymally-Alatorre Bilingual Services Act (CA), Individuals with Disabilities Education Act (IDEA), and Executive Order 13166 (8/11/00)

R e s u l t s - b a s e d A c c o u n t a b i l i t y

First 5 programs will have well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities. First 5 programs should:

- Commit to attaining stated program outcomes realizing that results are crucial to ongoing sustainability and advocacy; allocate sufficient resources to support accountability and evaluation activities
- Use program planners, evaluators and other experts who are knowledgeable and culturally competent in assessing and servicing diverse populations needs; conduct assessments using appropriate analysis to identify gaps in communities and systems
- Provide updates on the extent of family involvement and engagement throughout all phases of program development
- Use culturally and linguistically appropriate research methods to collect relevant data from the populations served; include questions on disabilities and related issues in research projects and evaluation
- Collect and report data (ethnicity, disabilities, language, age, socio-economic status, etc.) describing children and families served and the achievement of access, equity and desired child/family results
- Disseminate best practices and promising practices for the benefit of all children and their service providers throughout California.

First 5 California Goals for Achieving the School Readiness Vision

The State Commission has established the following four goals to achieve School Readiness for each of California's children:

- *Early Childhood Learning & Education*: Increase the quality of and access to early learning and education for young children aged 0-5.
- *Early Childhood Health*: Promote the prevention, early identification of and intervention in health and developmental issues.
- *Parent and Community Education*: Promote the importance of quality early care and education for young children by providing information and tools to parents, caregivers, schools and communities.
- *Tobacco Cessation*: Contribute to the decrease in the use of tobacco products and other harmful substances by pregnant women, parents and caregivers of young children.
- *Organizational Effectiveness*: Ensure programs and resources are utilized and managed in the most effective manner and in accordance with state laws and regulations.

Each of these goals is being pursued under the Guiding Principles and the Equity Principles. Each program implemented is designed to be inclusive of all of California's culturally, linguistically, and geographically diverse populations, including those with disabilities and special needs.

First 5 California Goals, Objectives and Strategies

To support the attainment of the School Readiness Goals, the Commission has developed Objectives that lead to the achievement of each Goal. Each of these Objectives is being pursued through Strategies that the Commission has approved for funding since its inception. Below is a list of each Commission Goal, the Objectives being pursued to achieve that Goal, and the Strategies being implemented to meet each respective Objective. Additionally, other Strategies that impact each Objective are identified. The Goals, Objectives and Strategies Timeline provides a more detailed view of each Objective and the various Programs, Research Activity, Media and Public Education, Advocacy Activity and Evaluation work being done currently and proposed for fiscal years 2003/04, 2004/05 and 2005/06. This also highlights the expected timing for items to come before the State Commission for review or funding. The Operating Plan identifies the Key Events, expected completion dates and persons responsible for each Strategy that will occur in 2003/04. Following the Operating Plan is a section on Key Events that outlines the Key Events and possible Commission Meeting Agenda Items by month for fiscal year 2003/04.

First 5 California Goals, Objectives & Strategies Timeline

Goal 1. Early Learning & Education

Increase the quality of and access to early learning and education for young children (0-5) and their families.

Objective	1.1 Increase early literacy			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Early Steps to Reading Success: Provide professional development in early literacy to early childhood educators and families	Final Evaluation due Mar 2004		
	Migrant and Seasonal Farmworker Focus Area	Funding committed	Funding committed	Funding committed
Primary & Applied Research				
Media & Public Education				
Advocacy				

First 5 California Goals, Objectives & Strategies Timeline

Goal 1. Early Learning & Education

Increase the quality of and access to early learning and education for young children (0-5) and their families.

Objective	1.2 Improve the quality of care giving through training, development and retention			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Accreditation of Childcare Centers and Family Childcare Homes: Encourage accreditation by providing funds for expenses related to accreditation	Contract term ends Dec 2003	Final Evaluation due Winter 2004	
	Matching Funds for Retention Incentives for Early Care and Education Providers: Improve the quality of early care and education by providing incentives for staff retention and professional development	Funding committed Phase 1 Final Evaluation due June 2004	Funding committed Program ends June 2005	Phase 2 Final Evaluation due Sep 2005 Continuation pending final evaluation
	Child Development Permit Project: Support professional development of early care and education staff by paying permit fees to obtain and renew Child Development Permits	Funding committed Evaluation due Sep 2003	Funding committed	Final Evaluation due Sep 2005 Continuation pending final evaluation
	Training and Retaining Early Care and Education Providers: Recruit and train more individuals into the early care and education field. Increase the number of providers working with underserved populations	Contract Term Ends June 2003 Final Evaluation due June 2004		
	First 5 CA Informal Child-Caregiver Support Project: Support quality care and school readiness by providing support, resources and information to informal caregivers	Funding committed	Funding committed Commission decision for 2 nd phase July 2004	Funding committed
Primary & Applied Research	Informal Child-Caregiver Support Project Focus Groups	Review of findings May 2004 Contract term ends: 9/04		
Media & Public Education				
Advocacy				

First 5 California Goals, Objectives & Strategies Timeline

Goal 1. Early Learning & Education

Increase the quality of and access to early learning and education for young children (0-5) and their families.

Objective	1.3 Expand education and care services for children with special needs			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Special Needs Project 1. Children with Disabilities and other Special Needs and 2. Mental Health: Develop and model practices that support these children within the broader context of the School Readiness Initiative See Objective 2.1	Funding committed	Funding committed	Funding committed Final Evaluation date pending
Primary & Applied Research				
Media & Public Education				
Advocacy				

First 5 California Goals, Objectives & Strategies Timeline

Goal 1. Early Learning & Education

Increase the quality of and access to early learning and education for young children (0-5) and their families.

Objective	1.4 Establish a network of school readiness programs and centers in all 58 counties			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	School Readiness Initiative: Major initiative to achieve the overarching goal of improving the ability of families, schools and communities to prepare children to enter school ready to succeed. Targets communities with schools in the lowest 3 deciles of the API.	Funding committed	Funding committed	Continuation included in Financial Plan
	Statewide School Readiness Initiative Evaluation: Determine the effectiveness of First 5 California efforts to increase school readiness	Contract in place	Commission decision Oct 2004 Contract term ends Mar 2005	Continuation included in Financial Plan
	Technical Assistance for School Readiness Programs: Support the implementation of the School Readiness Initiative through Technical Assistance to County Commissions, materials development and dissemination, regional meetings, a website and information sharing	Funding committed	Funding committed Evaluation due Feb 2004	Funding committed
	Regional Technical Assistance: Meet local needs on a regional basis to support major First 5 California efforts	County funding agreements in place		Agreements end December 2005
	First 5 Service Corps Initiative: Provide additional staffing and community resources for local School Readiness efforts through partnerships with AmeriCorps, VISTA, Senior Corps, community colleges, CCAFA, & CAP/CAPC	Funding committed Notification of 2005-2006 federal funding continuance July 2003	Funding committed	Final Evaluation due Nov 2005 Funding commitment ends June 2005

Continued on next page

First 5 California Goals, Objectives & Strategies Timeline

Goal 1. Early Learning & Education

Increase the quality of and access to early learning and education for young children (0-5) and their families.

Objective 1.4 continued from previous page

Objective		1.4 Establish a network of school readiness programs and centers in all 58 counties		
Strategies		2003-2004	2004-2005	2005-2006
Primary & Applied Research	School Readiness Initiative Special Studies	Contract in place (SRI)	Commission decision Oct 2004 Contract term ends Mar 2005	Continuation included in Financial Plan
Media & Public Education	Public Relations to support School Readiness Initiative	Ongoing	Ongoing	Ongoing
Advocacy	Sponsor/cosponsor/support legislation that would achieve the goal within the Master Plan for Education of state-funded school readiness programs.	Ongoing SB 7/AB56	Ongoing	Ongoing
	Educate legislative members and key staff about the importance of these programs and the role they play in enhancing a child's readiness for school and in supporting the child's family.	Ongoing	Ongoing	Ongoing

First 5 California Goals, Objectives & Strategies Timeline

Goal 1. Early Learning & Education

Increase the quality of and access to early learning and education for young children (0-5) and their families.

Objective	1.5 Support the development of a statewide system which provides preschool for all			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Preschool for All Initiative: Develop Preschool for All Initiative in partnership with County Commissions and CCAFA	Funding committed	Funding committed	Funding committed
	ABCD Project: The Affordable Buildings for Children's Development (ABCD) Fund provides a financing system, including subsidized loans, to increase/expand quality child development facilities	Funding Committed	Funding Committed	Funding Committed
Primary & Applied Research	Special studies	Contract in place	Contract in place	Final report Aug 2005
Media & Public Education	Implement public engagement program to initiate a public dialog on the value of preschool. Utilize paid media and public relations (earned media) to deliver messages	Contract extended Media Contract term ends Spring 2004 PR Contract term ends Summer 2004	Continuation included in Financial Plan	Continuation included in Financial Plan
Advocacy	Educate legislative members and key staff about the importance of quality early childhood education and preschool in advocating for Master Plan legislation and in other venues.	Ongoing	Ongoing	Ongoing
	Sponsor/cosponsor/support legislation that achieves this objective (e.g., the School Readiness Omnibus bill which contains this and other Master Plan recommendations).	SB 7/AB 56	Ongoing	Ongoing
	Advocacy Agenda: Develop a strategic document outlining activities, partners and means, to advocate for Preschool for All	Commission decision pending	To be determined	To be determined

First 5 California Goals, Objectives & Strategies Timeline

Goal 2. Early Childhood Health

Promote the prevention, early identification of and intervention in health and developmental issues.

Objective	2.1 Increase the quality of and access to early and periodic health and developmental assessments to improve the early identification of and intervention for children with disabilities and special needs, including social-emotional needs			
Strategies		2003-2004	2004-2005	2005-2006
Programs	Special Needs Project 1. Children with Disabilities and other Special Needs and 2. Mental Health: Develop and model practices that support these children within the broader context of the School Readiness Initiative See Objective 1.3	Funding committed	Funding committed	Funding committed
Primary & Applied Research				
Media & Public Education				
Advocacy	Sponsor/cosponsor/support legislation that achieves this objective, which is also a recommendation from the Master Plan for Education.	Ongoing AB 56	Ongoing	Ongoing

First 5 California Goals, Objectives & Strategies Timeline

Goal 2. Early Childhood Health

Promote the prevention, early identification of and intervention in health and developmental issues.

Objective	2.2 Promote oral health and prevent the incidence of early childhood caries.			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	First 5 CA Oral Health Initiative-Insurance based Demonstration Project: Increase access to oral health services for children enrolled in the Healthy Families Program	Funding Committed	Funding Committed	Funding Committed
Primary & Applied Research				
Media & Public Education				
Advocacy				

First 5 California Goals, Objectives & Strategies Timeline

Goal 2. Early Childhood Health

Promote the prevention, early identification of and intervention in health and developmental issues.

Objective	2.3 Improve the quality of health services for young children through training of professionals and para-professionals.			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Oral Health Initiative-Education and Training Project: Provide parent and community education and address provider supply and qualifications	Funding committed	Funding committed	Funding committed
	Child Care Health Linkages Project: Establish consultation services and linkages to improve the health and safety for children in child care facilities	Commission decision Mar 2004 Contract term ends June 2004 Final Evaluation due June 2004		
Primary & Applied Research				
Media & Public Education				
Advocacy				

First 5 California Goals, Objectives & Strategies Timeline

Goal 2. Early Childhood Health

Promote the prevention, early identification of and intervention in health and developmental issues.

Objective	2.4 Increase access to quality health services for children 0-5			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Childhood Asthma Initiative: Improve the delivery, quality and coordination of preventive, educational and treatment services for young children with asthma	Commission decision Jan 2004 Contract term ends June 2004 Final Evaluation due June 2004		
	Health Access Initiative: Develop Health Access Initiative in partnership with County Commissions	Funding Committed	Funding Committed	Funding Committed
Primary & Applied Research				
Media & Public Education				
Advocacy				

First 5 California Goals, Objectives & Strategies Timeline

Goal 3. Parent and Community Education

Promote the importance of quality early care and education for young children by providing information and tools to parents, caregivers, schools and communities.

Objective	3.1 Improve the quality of and access to parent education			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Kit for New Parents: Promote early literacy and improve caregiving practices. Includes videos, brochures, resource guide and children's board book for new parents and caregivers. Available in English & Spanish. Expanding into 4 additional languages.	Funding committed Evaluation Contract Funding Decision July 2003 Final Evaluation due Mar 2004	Funding committed	Funding committed
	Kit for New Parents Adaptation: Expand Kit into four more languages (Vietnamese, Korean, Mandarin, Cantonese)	Funding committed	Funding committed Commission decision on additional languages	
Primary & Applied Research				
Media & Public Education	Implement parent/caregiver education program to educate parents and caregivers on targeted child development issues through: • Paid Media Campaign	Commission decision on Media RFP pending Media Contract term ends Spring 2004	Continuation included in Financial Plan	Continuation included in Financial Plan
	• Public Relations (earned media)	Commission decision on PR RFP pending PR Contract term ends Summer 2004	Continuation included in Financial Plan	Continuation included in Financial Plan
	• Community based outreach (CBO)	Commission decision on CBO RFP pending CBO Contract term ends Summer 2004		
Advocacy				

First 5 California Goals, Objectives & Strategies Timeline

Goal 3. Parent and Community Education

Promote the importance of quality early care and education for young children by providing information and tools to parents, caregivers, schools and communities.

Objective	3.2 Implement and manage a community education program			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Safe From the Start: Reduce the number of children exposed to or witnessing violence through statewide and regional symposiums, technical assistance, a guidebook and video. .	Commission decision Jan 2004 Contract term ends June 2004	Final evaluation due Sep 2004	
Primary & Applied Research				
Media & Public Education	Raise public awareness of Safe Arms for Newborns. \$1 million Grant to CDSS to implement campaign.	Funding committed for one year		
Advocacy				
Evaluation				

First 5 California Goals, Objectives & Strategies Timeline

Goal 4. Tobacco Cessation

*Contribute to the decrease in the use of tobacco products **and other harmful substances** by pregnant women, parents and caregivers of young children*

Objective	4.1 Increase education on the dangers of smoking and second hand smoke, as well as cessation services for pregnant women, parents and caregivers			
	Strategies	2003-2004	2004-2005	2005-2006
Programs	Fresh Start Program: One time demonstration project to provide counseling to pregnant smokers and smoking parents of young children.	Program ends Feb 2004 Final evaluation due April 2004		
	California's Smokers' Helpline: Increase the availability of smoking cessation services for pregnant smokers and smoking parents of young children through tobacco cessation materials, telephone intake and counseling	Commission decision Jan 2004 Contract term ends June 2004 Final Evaluation due April 2004	Continuation included in Financial Plan	Continuation included in Financial Plan
Primary & Applied Research				
Media & Public Education	Implement education program to educate pregnant women, parents and caregivers on the dangers of smoking and second hand smoke: • Paid Media Campaign	Commission decision on Media RFP pending Media Contract term ends Spring 2004	Continuation included in Financial Plan	Continuation included in Financial Plan
	• Public Relations (earned media)	Commission decision on PR RFP pending PR Contract term ends Summer 2004	Continuation included in Financial Plan	Continuation included in Financial Plan
	• Community based outreach (CBO)	Commission decision on CBO RFP pending CBO Contract term ends Summer 2004		
Advocacy	Advocate for the dissemination of information about the risks of smoking and the promotion of cessation services	Ongoing	Ongoing	Ongoing

FINANCIAL FORECAST

ASSUMPTIONS

Revenue Projections Assume:

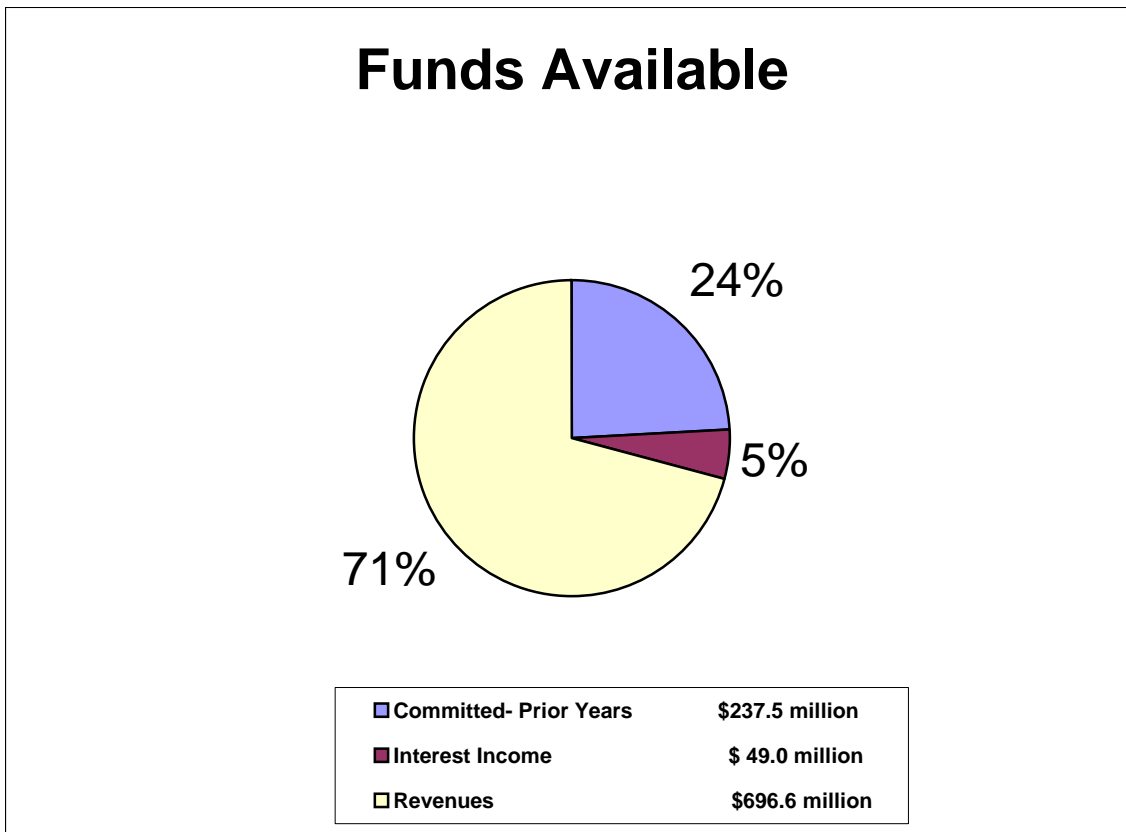
- DOF Revenue Estimates for 03-04
- CCFC Model for Remaining Years
- Backfill Amount for Prop 99 at \$25 million per year (2002/03 Actual was \$21.7 million)
- Does not Reflect Interest Earnings after 03/04

FINANCIAL FORECAST

Financial Summary 2003/2004 through 2009/2010

Funds Available	\$983.1 million*
Proposed Expenditures	\$939.7 million
Balance/Reserve (4.8%)	\$ 39.9 million
Revision to Estimated Prior Year Expenditures	\$ 3.5 million*

*This represents an increase of \$3.5 million over the amounts reflected in the July 2003 approved version. These additional funds consist of an addition to the beginning account balances for 2003/04



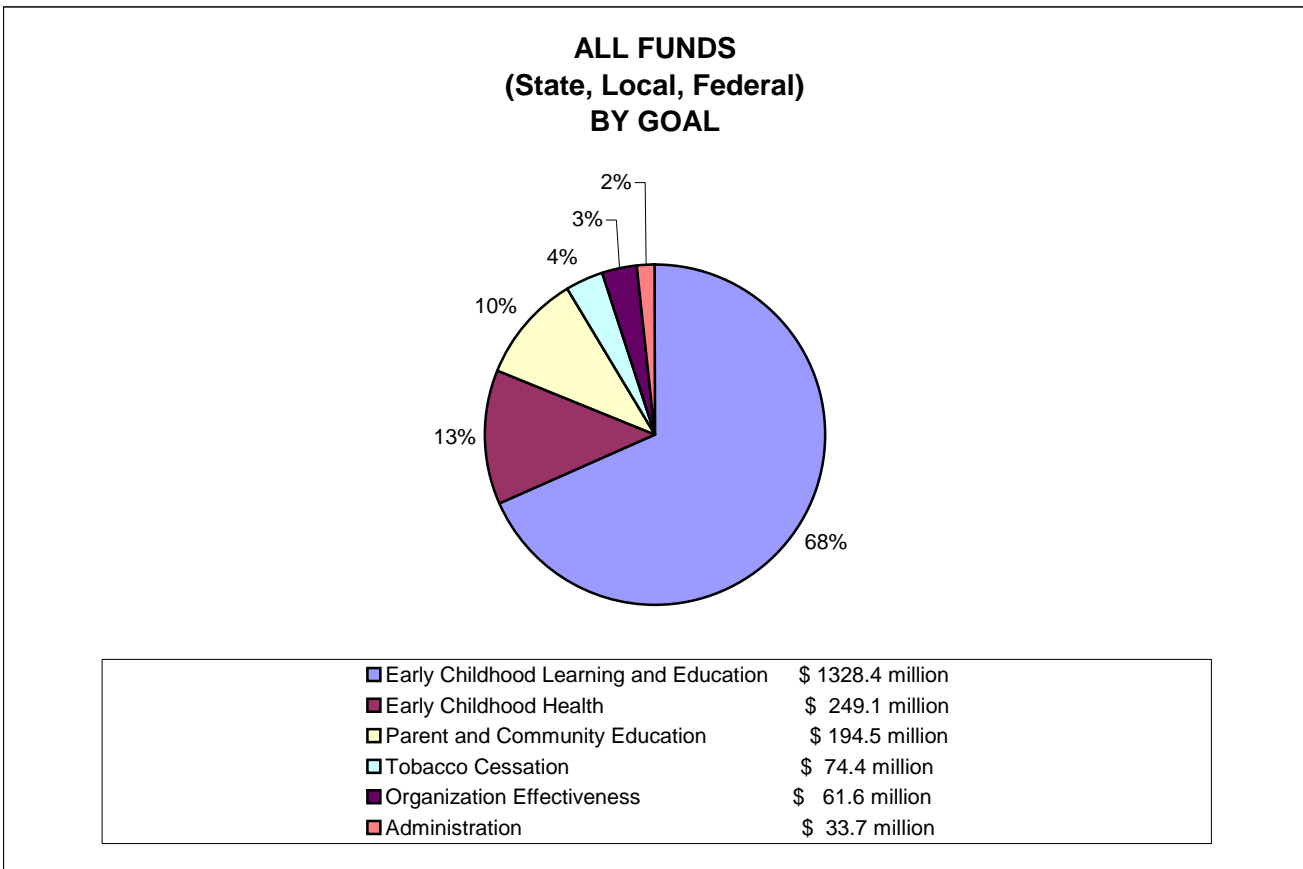
FINANCIAL FORECAST

Expenditures 2003/2004 through 2009/2010

Proposed First 5 State Expenditures \$939.7 million

Proposed Leveraged Funding
(County First 5 and Federal Funds) \$1,002.0 million

Total First 5 and Leverage Funds \$1,941.7 million



FINANCIAL FORECAST

Leveraged Funds 2003/2004 through 2009/2010

School Readiness	\$350 million
Matching/Retention	\$ 50 million
Special Needs/MH Demo's	\$ 8 million
Preschool for All	\$400 million *
Universal Health Care	\$186 million *
Kit for New Parents	\$ 8 million

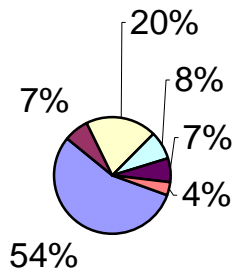
* The amounts assume a 4:1 match

FINANCIAL FORECAST

Proposed Investments

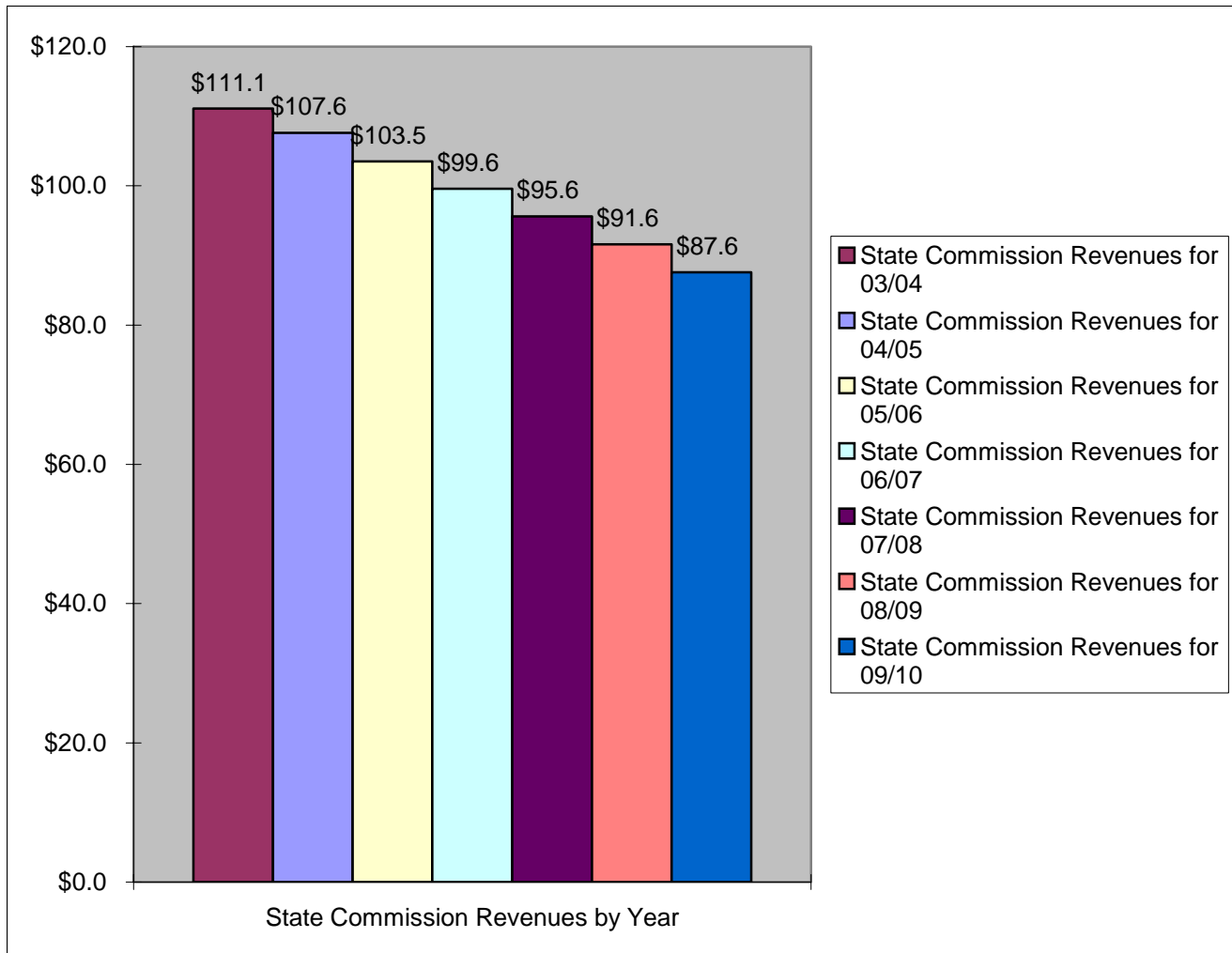
Goals	Fiscal Year						
	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
Early Childhood Learning & Education	74.5	80.7	71.9	79.6	72.1	70.8	70.8
Early Childhood Parent & Community Education	16.5	11.9	12.9	11.8	10.0	0	0
Tobacco Cessation	38.9	31.2	24.5	24.4	23.3	22.6	21.6
Organizational Effectiveness	14.8	10.8	10.8	9.8	9.8	9.3	9.1
	15.3	14.6	14.5	13.9	12.6	12.3	12.1
Total Expenditures	160.0	149.2	134.6	139.5	127.8	115.0	113.6
Reserve	6.8	6.4	5.6	5.9	5.5	4.9	4.8
Total	166.8	155.6	140.2	145.4	133.3	119.9	118.4

STATE FUNDS ONLY



■ Early Childhood Learning and Education	\$ 520.4 million
■ Early Childhood Health	\$ 63.1 million
■ Parent and Community Education	\$ 186.5 million
■ Tobacco Cessation	\$ 74.4 million
■ Organization Effectiveness	\$ 61.6 million
■ Administration	\$ 33.7 million

FINANCIAL FORECAST



FINANCIAL FORECAST

Financing Plan

	Fiscal Year						
	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
Revenues	111.1	107.6	103.5	99.6	95.6	91.6	87.6
Carryover Financing for:							
▪ School Readiness Initiative	50.0	48.0	31.1				
▪ Special Projects				10.1	1.3		
▪ Research Agenda				1.2			
▪ Preschool for All				17.8	20.0	20.0	20.0
▪ Health Access				10.0	10.0		
▪ Miscellaneous				.8	.9	3.4	6.0
▪ Reserve	5.7		5.6	5.9	5.5	4.9	4.8
 Total Need *	 166.8	 155.6	 140.2	 145.4	 133.3	 119.9	 118.4

*An additional \$3.5 million has become available for current or future year spending due to unexpended prior years funding commitments.

FINANCIAL FORECAST

Goal #1

Early Childhood Learning and Education

	Fiscal Year						
	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
Investments:							
▪ School Readiness Initiative	50.8	50.8	50.8	50.8	50.8	50.8	50.8
▪ Migrant/Seasonal Farmworkers	2.5	2.5	2.5	2.5	0	0	0
▪ Children with Special Needs/Mental Health	5.6	5.6	3.8	3.7	1.3	0	0
▪ Retention/Incentives Program	10.0	10.0	0	0	0	0	0
▪ T.A. School Readiness	.6	1.3	1.3	.6	0	0	0
▪ Informal Care Project	2.0	2.0	2.0	2.0	0	0	0
▪ Preschool for All Demo Project	2.0	7.5	10.5	20.0	20.0	20.0	20.0
▪ ABCD Project-Packard	1.0	1.0	1.0	0	0	0	0
Total	74.5	80.7	71.9	79.6	72.1	70.8	70.8

FINANCIAL FORECAST

Goal #2

Early Childhood Health

	Fiscal Year						
	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
Investments:							
▪ Oral Health Initiative	2.9	2.9	2.9	1.8	0	0	0
▪ Childcare Health Linkages	3.6	0	0	0	0	0	0
▪ Childhood Asthma	2.5	0	0	0	0	0	0
▪ Universal Health Care	7.5	9.0	10.0	10.0	10.0	0	0
Total	16.5	11.9	12.9	11.8	10.0	0	0

F I N A N C I A L F O R E C A S T

Goal #3

Parent and Community Education

	Fiscal Year						
	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
Investments:							
▪ Kit for New Parents	8.5*	8.5*	5.0^	5.0^	5.0^	5.0^	5.0^
▪ Public Education Campaign	28.0	20.7	19.5	19.4	18.3	17.6	16.6
▪ Safe from the Start	.4	0	0	0	0	0	0
▪ Kit Adaptation	2.0	2.0	0	0	0	0	0
Total	38.9	31.2	24.5	24.4	23.3	22.6	21.6

* Total funds available will be \$10.0 million inclusive of federal match

^ Total funds available will be \$6.0 million inclusive of federal match

FINANCIAL FORECAST

Goal #4 Tobacco Cessation

	Fiscal Year						
	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
Investments:							
▪ Public Education Campaign*	14.0	10.0	10.0	9.0	9.0	8.5	8.3
▪ California Smokers Helpline	.8	.8	.8	.8	.8	.8	.8
Total	14.8	10.8	10.8	9.8	9.8	9.3	9.1

* Represents estimated 1/3 of all funds spent in public education campaign

FINANCIAL FORECAST

Goal #5 Organizational Effectiveness

	Fiscal Year						
	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>
Investments:							
▪ Statewide Evaluation	7.5	7.5	7.5	7.5	7.5	7.5	7.5
▪ Regional Technical Assistance	.5	0	0	0	0	0	0
▪ Research Agenda	1.3	1.3	1.2	1.2	0	0	0
▪ Statewide Conference	.3	.3	.3	.3	.3	.3	.3
▪ Administration	5.2	5.0	5.0	4.9	4.8	4.5	4.3
Proposal:							
▪ Implementation of Equity Principles	.5	.5	.5	0	0	0	0
Total	15.3	14.6	14.5	13.9	12.6	12.3	12.1

FINANCIAL FORECAST

Investments Scheduled to End FY 2003/2004

- Safe from the Start
- Safe Arms for Newborns
- Rural County Funding
- Regional Technical Assistance
- Health Linkages
- Asthma
- First 5 Service Corps

FINANCIAL FORECAST

Investments Scheduled to End in the Future

<u>Investment</u>	<u>Project Ends (FY)</u>
▪ Retention Incentives	04/05
▪ Kit Adaptation	04/05
▪ Equity Principles Implementation	05/06
▪ ABCD Project	05/06
▪ Informal Care	06/07
▪ Oral Health	06/07
▪ Children of Migrant/Seasonal Farmworkers	06/07
▪ Research Agenda	06/07
▪ T.A. - School Readiness	06/07
▪ Special Needs/Mental Health	07/08
▪ Universal Health Care	07/08

III. ANNUAL OPERATING PLAN FOR 2003-2004

During 2003-2004 First 5 California will focus on furthering the achievement of school readiness for all of California's children. The four goal areas in the Strategic Plan provide the framework for the Annual Operating Plan. The key milestones that First 5 California expects to achieve during 2003-2004 are highlighted below. The detailed programs and key events addressing the four goals are outlined in the Annual Operating Plan that follows.

Key Milestones for First 5 California 2003-2004

To improve Early Learning & Education of our young children

- The School Readiness Initiative will be implemented in all California Counties
- The Preschool for All Initiative will be implemented in partnership with County Commissions
- Public engagement program initiated to educate the public on the value of preschool
- Model practices to support children with disabilities and other special needs, including early mental health, will be developed and implemented
- Programs to promote early childhood development in children of migrant farmworkers will be initiated
- Effective training & education strategies to improve the skills of informal child care providers will be identified
- The Matching Funds for Retention Incentives for Early Learning will continue with a new emphasis targeting neighborhoods and communities served by the First 5 California School Readiness Initiative and those communities with a low supply of licensed care and family care providers. The program will place an additional emphasis on continued professional development by promoting new education and program support services and the introduction of an optional pre-entry level component.
- AB 56 will be fully drafted to propose a 10 year implementation plan of preschool for all
- Advocacy Agenda to promote preschool for all will be completed and approved by State Commission*

To promote Early Childhood Health

- Health Access Initiative to expand access to healthcare for children 0-5 will be developed and implemented*
- The Oral Health Initiative Insurance based Demonstration Project and Education and Training Project to increase access to oral health services for children are implemented and evaluated

To address the need for Parent and Community Education

- Media & Public Education campaign will be continued in general and targeted markets to address the importance of the early years
- Continued operation of the community-based organizations outreach program to successfully reinforce the media and public relations campaign messages
- New Parent Kit Distribution expanded to four more languages

To provide Tobacco Cessation Services to parents and caregivers of young children

- Maintain the availability of smoking cessation services to parents and caregivers of young children by supporting the California Smokers Help Line
- Continue media and public education campaign that communicates the effects of tobacco use on young children and pregnant women

KEY EVENTS 2003 - 2004

JULY 2003	
Strategy	Key Event
Matching Funds for Retention Incentives for Early Care and Education Providers	<ul style="list-style-type: none"> • Awards Granted
First 5 CA Special Needs Project	<ul style="list-style-type: none"> • Extend 4-year contract with DMH • Initiate procurement for evaluation services
Statewide School Readiness Initiative Evaluation	<ul style="list-style-type: none"> • Program Surveys
Service Corps Initiative	<ul style="list-style-type: none"> • Notification on continuance decision of federal funds
School Readiness Initiative Special Studies	<ul style="list-style-type: none"> • Begin Implementation
Public Relations to support School Readiness Initiative	<ul style="list-style-type: none"> • PR/media event to publicly launch initiative
Implement public engagement /media program to initiate a public dialog on the value of preschool	<ul style="list-style-type: none"> • Develop next round of ads • Free media outreach supporting First 5 CA Preschool for All initiative • Publish next edition of Building Blocks
Special Needs Project	<ul style="list-style-type: none"> • Extend contract with DMH • Initiate procurement for evaluation services
Advocacy Agenda	<ul style="list-style-type: none"> • Review draft Advocacy Agenda Plan with Commissioner sub-committee
Infant, Preschool and Family Mental Health Initiative	<ul style="list-style-type: none"> • DMH to extend contracts for 8 county projects • Interim Clinical Services Study
Childhood Asthma Initiative	<ul style="list-style-type: none"> • Annual Progress Report
Raise public awareness of Safe Arms for Newborns	<ul style="list-style-type: none"> ▪ Award DSS interagency agreement
Statewide Evaluation	<ul style="list-style-type: none"> • Special studies design • System Change Surveys
Annual Performance Assessments	<ul style="list-style-type: none"> • Update annual performance assessment tool for managers
July Commission Meeting Agenda Items	
School Readiness Initiative	<ul style="list-style-type: none"> ▪ School Readiness Initiative
Migrant and Seasonal Farmworker Project	<ul style="list-style-type: none"> ▪ Migrant and Seasonal Farmworker Project
Health Access Initiative	<ul style="list-style-type: none"> ▪ Health Access Initiative
Preschool for All Initiative	<ul style="list-style-type: none"> ▪ Preschool for All Initiative
Advocacy Agenda	<ul style="list-style-type: none"> ▪ Advocacy Agenda
Media & Public Education	<ul style="list-style-type: none"> ▪ Media & Public Education
Public Relations to support School Readiness Initiative	<ul style="list-style-type: none"> ▪ Public Relations to support School Readiness Initiative
Community based outreach (CBO)	<ul style="list-style-type: none"> ▪ Community based outreach (CBO)
Kit for New Parents	<ul style="list-style-type: none"> ▪ Kit for New Parents
Budget Development & Revenue Projections	<ul style="list-style-type: none"> ▪ Budget Development & Revenue Projections
Strategic Plan tracking	<ul style="list-style-type: none"> ▪ Strategic Plan tracking
Equity Principles	<ul style="list-style-type: none"> ▪ Equity Principles
Annual Performance Assessments	<ul style="list-style-type: none"> ▪ Executive Director Annual Performance Assessment

KEY EVENTS 2003 - 2004

AUGUST 2003	
Strategy	Key Event
Special Needs Project	<ul style="list-style-type: none"> • Issue RFP for Statewide Coordination and Training Entity
Kit for New Parents Adaptation	<ul style="list-style-type: none"> • Establish focus groups for review of English Kit materials
Annual Report	<ul style="list-style-type: none"> • TA support to Counties
Statewide Evaluation	<ul style="list-style-type: none"> • School Readiness Teacher/Parent Surveys • PEDS (Prop 10 Evaluation Data System)

SEPTEMBER 2003	
Strategy	Key Event
Matching Funds for Retention Incentives for Early Care and Education Providers	<ul style="list-style-type: none"> ▪ Interim evaluation report
Special Needs Project	<ul style="list-style-type: none"> • Issue RFP for Statewide Coordination and Training Entity
Child Development Permit Project	<ul style="list-style-type: none"> ▪ Evaluation annual report
Informal Child-Caregiver Support Project Focus Groups	<ul style="list-style-type: none"> ▪ Complete 30 focus groups throughout California
Statewide School Readiness Initiative Evaluation	<ul style="list-style-type: none"> ▪ Parent and teacher assessments
Implement public engagement /media program to initiate a public dialog on the value of preschool	<ul style="list-style-type: none"> ▪ Launch next wave of paid media
Infant, Preschool and Family Mental Health Initiative	<ul style="list-style-type: none"> ▪ Annual Progress Report
Child Care Health Linkages Project	<ul style="list-style-type: none"> ▪ Formative Evaluation Summary ▪ Annual Progress Report
Implement parent/caregiver education program to educate parents and caregivers on targeted child development issues	<ul style="list-style-type: none"> ▪ Develop and air parent/caregiver education ads focused on early childhood development
Safe From the Start	<ul style="list-style-type: none"> ▪ Interim Report
Fresh Start Program	<ul style="list-style-type: none"> ▪ Annual Progress Report
California's Smokers' Helpline	<ul style="list-style-type: none"> ▪ Annual Progress Report
Strategic Plan tracking	<ul style="list-style-type: none"> • Quarterly review with managers
Annual Performance Assessments	<ul style="list-style-type: none"> • First submission of annual performance assessment
Employee Satisfaction Survey	<ul style="list-style-type: none"> • Implement Employee Satisfaction Survey

KEY EVENTS 2003-2004

O C T O B E R 2 0 0 3	
Strategy	Key Event
Informal Child-Caregiver Support Project Focus Groups	<ul style="list-style-type: none"> Conduct one-on-one interviews Final Report on Focus Groups
Statewide School Readiness Initiative Evaluation	<ul style="list-style-type: none"> Systems Surveys
Technical Assistance for School Readiness Programs	<ul style="list-style-type: none"> Procurement to continue School Readiness Technical Assistance
Regional Technical Assistance	<ul style="list-style-type: none"> Annual Project Report
Preschool for All Initiative	<ul style="list-style-type: none"> Determine scope of County Commission participation Final "How To" document complete
Infant, Preschool and Family Mental Health Initiative	<ul style="list-style-type: none"> Current contract ends
First 5 CA Oral Health Initiative-Insurance based Demonstration Project	<ul style="list-style-type: none"> Award Demo Projects
Kit for New Parents	<ul style="list-style-type: none"> Award Contract for Kit Project (2003-06)
Media & Public Education	<ul style="list-style-type: none"> Issue/award Media contract
Annual State Audit	<ul style="list-style-type: none"> Audit complete
Annual Report	<ul style="list-style-type: none"> County Annual Reports to First 5 CA
Technical Assistance	<ul style="list-style-type: none"> Regional TA: Review Annual Report
October Commission Meeting Agenda Items	
Child Care Health Linkages Project	<ul style="list-style-type: none"> Review preliminary findings
Childhood Asthma Initiative	<ul style="list-style-type: none"> Review preliminary findings
California's Smokers' Helpline	<ul style="list-style-type: none"> Review preliminary findings
Small/rural county support	<ul style="list-style-type: none"> Review proposal
ABCD Project	<ul style="list-style-type: none"> ABCD Project

N O V E M B E R 2 0 0 3	
Strategy	Key Event
School Readiness Initiative	<ul style="list-style-type: none"> School Readiness Program applications received through extension process (completes 2-year launch 7/01-6/03 for all 58 County Commissions)
First 5 Service Corps Initiative	<ul style="list-style-type: none"> Project ends Second year funding contingent on award of federal funds
Preschool for All Initiative	<ul style="list-style-type: none"> Distribute Preschool for All "How To" Guidebook
First 5 CA Oral Health Initiative-Education and Training Project	<ul style="list-style-type: none"> Execute Contract
Kit for New Parents Adaptation	<ul style="list-style-type: none"> Translate/adapt English Kit materials
Budget Development & Revenue Projections	<ul style="list-style-type: none"> Submit budget to DOF
Annual Report	<ul style="list-style-type: none"> Coordinate inclusion of Audit into Annual report Draft Annual Report for review
Statewide Evaluation	<ul style="list-style-type: none"> SR initial data analysis
Employee Satisfaction Survey	<ul style="list-style-type: none"> Report on Survey results

KEY EVENTS 2003 - 2004

DECEMBER 2003	
Strategy	Key Event
Accreditation of Childcare Centers and Family Childcare Homes	<ul style="list-style-type: none"> Program ends
Training and Retaining Early Care and Education Providers	<ul style="list-style-type: none"> Statewide report on workforce issues Final evaluation report on both CRI evaluation and Six Training Projects
Informal Child-Caregiver Support Project	<ul style="list-style-type: none"> Develop "camera-ready" copy of Supplemental Materials Packet
Special Needs Project	<ul style="list-style-type: none"> Award contract for Statewide Coordination and Training Entity Award Evaluation services contract
Oral Health Initiative-Education and Training Project	<ul style="list-style-type: none"> Provider Training/Consumer Education Project Implemented Evaluation Design & Implementation
Strategic Plan tracking	<ul style="list-style-type: none"> Quarterly review with managers
Employee training & development	<ul style="list-style-type: none"> Ethics Training for Managers
Employee Satisfaction Survey	<ul style="list-style-type: none"> Develop plan to address employee satisfaction issues
Contract Management	<ul style="list-style-type: none"> Develop contract delegation for IT

JANUARY 2004	
Strategy	Key Event
Informal Child-Caregiver Support Project	<ul style="list-style-type: none"> Publish approved Resource Guide
Media and Public Relations to support School Readiness Initiative	<ul style="list-style-type: none"> Award Media Contract
Oral Health Initiative-Insurance based Demonstration Project	<ul style="list-style-type: none"> Evaluation Design & Implementation
Child Care Health Linkages Project	<ul style="list-style-type: none"> Draft Final Evaluation Report To State Commission for review and funding decision
Childhood Asthma Initiative	<ul style="list-style-type: none"> Draft Final Report
Budget Development & Revenue Projections	<ul style="list-style-type: none"> Governor's Budget release Update Revenue Estimates based on Governor's Budget
Annual Report	<ul style="list-style-type: none"> Annual Report to Governor and Legislature
Annual Performance Assessments	<ul style="list-style-type: none"> Second submission of annual performance assessment
January Commission Meeting Agenda Items	
School Readiness Initiative	<ul style="list-style-type: none"> Update Commission
Regional Technical Assistance	<ul style="list-style-type: none"> Commission review and funding decision on Regional Technical Assistance agreements
Child Care Health Linkages Project	<ul style="list-style-type: none"> Commission review and funding decision
Childhood Asthma Initiative	<ul style="list-style-type: none"> Commission review and funding decision
Safe from the Start	<ul style="list-style-type: none"> Commission review and funding decision
Safe Arms for Newborns	<ul style="list-style-type: none"> Commission review and funding decision
California's Smokers' Helpline	<ul style="list-style-type: none"> To State Commission for review and funding decision
Budget Development & Revenue Projections	<ul style="list-style-type: none"> Review updated Revenue estimates based on Governor's Budget
Annual State Audit	<ul style="list-style-type: none"> Review Audit findings
Annual Report	<ul style="list-style-type: none"> Commission review and approval
Strategic Plan tracking	<ul style="list-style-type: none"> Mid-year progress report to State Commissioners

KEY EVENTS 2003-2004

F E B R U A R Y 2 0 0 4	
Strategy	Key Event
Child Development Permit Project	<ul style="list-style-type: none"> ▪ Interim status report
Special Needs Project	<ul style="list-style-type: none"> ▪ DMH Interim Status Report ▪ Develop Evaluation Design
Technical Assistance for School Readiness Programs	<ul style="list-style-type: none"> ▪ Technical assistance through contract with UCLA Center for Healthier Children, Families, and Communities ▪ Contractor's Evaluation Report
Oral Health Initiative-Insurance based Demonstration Project	<ul style="list-style-type: none"> ▪ Interim Progress Report
Oral Health Initiative-Education and Training Project	<ul style="list-style-type: none"> ▪ Interim Progress Report
Childhood Asthma Initiative	<ul style="list-style-type: none"> ▪ Interim Status Report
Kit for New Parents Adaptation	<ul style="list-style-type: none"> ▪ Review of translated/adapted materials for accuracy
Implement parent/caregiver education program to educate parents and caregivers on targeted child development issues	<ul style="list-style-type: none"> ▪ Contract with CBO's for parent/caregiver outreach regarding ECE
Safe From the Start	<ul style="list-style-type: none"> ▪ Interim Status Report
Fresh Start Program	<ul style="list-style-type: none"> ▪ Demonstration Project ends

M A R C H 2 0 0 4	
Strategy	Key Event
Early Steps to Reading Success	<ul style="list-style-type: none"> ▪ Final evaluation report
Informal Child-Caregiver Support Project	<ul style="list-style-type: none"> ▪ Deliver three half-day trainings to County Commissions and School Readiness Programs in four areas ▪ Launch online course on focus group findings ▪ ETR subcontract ends
Kit for New Parents	<ul style="list-style-type: none"> ▪ Procure Kit Training entity ▪ Final evaluation reports ▪ Training for Kit providers ▪ Review of Kit materials to consider changes/additions to Kit
Media & Public Education	<ul style="list-style-type: none"> ▪ Issue/award PR Contract ▪ Receive completed evaluation of CBO program ▪ Issue/award CBO contract
Strategic Plan tracking	<ul style="list-style-type: none"> ▪ Quarterly review with managers
Technical Assistance	<ul style="list-style-type: none"> ▪ Media TA support for all County Commissions ends

A P R I L 2 0 0 4	
Strategy	Key Event
Annual State Audit	<ul style="list-style-type: none"> ▪ Prepare contract for independent audit ▪ Begin working with auditors
Commissioner Administrative Support	<ul style="list-style-type: none"> ▪ Submittal of Statement of Economic Interest Annual Reports (FPPC)

KEY EVENTS 2003 - 2004

M A Y 2004	
Strategy	Key Event
Special Needs Project	▪ Complete Evaluation Design
Kit for New Parents Adaptation	▪ Review of adaptation by focus groups
Preschool for All Special Studies	▪ Interim report
Fresh Start Program	▪ Final Evaluation Report
California's Smokers' Helpline	▪ Interim status report
Budget Development & Revenue Projections	▪ May Revision to Governor's Budget
May Commission Meeting Agenda Items	
Informal Caregiver Support Project	▪ Commission review of findings and recommendations
School Readiness Initiative	▪ Update Commission

J U N E 2004	
Strategy	Key Event
Matching Funds for Retention Incentives for Early Care and Education Providers	▪ Phase 1 final Evaluation Report
Special Needs Project	▪ Issue RFF for Demonstration Sites ▪ Final Clinical Services Study for IPFMH
School Readiness Initiative	▪ Approval and funding of applications
Regional Technical Assistance	▪ Current Agreements end
Child Care Health Linkages Project	▪ Project Ends
Childhood Asthma Initiative	▪ Project Ends
Safe From the Start	▪ Project Ends
California's Smokers' Helpline	▪ Contract Ends
Strategic Plan tracking	▪ Quarterly review with managers
Contract Management	▪ DGS certification of Procurement and Contracting staff ▪ Continuous modification of contracting tools: upgrade contract database

KEY EVENTS 2003-2004

JULY 2004	
Strategy	Key Event
Accreditation of Childcare Centers and Family Childcare Homes	<ul style="list-style-type: none"> Final Evaluation report
Kit for New Parents Adaptation	<ul style="list-style-type: none"> Distribution of new Kits
Annual Performance Assessments	<ul style="list-style-type: none"> Third submission of annual performance assessment
July Commission Meeting Agenda Items	
School Readiness Initiative	<ul style="list-style-type: none"> Update Commission
Informal Child-Caregiver Support Project	<ul style="list-style-type: none"> Commission decision on second phase
Kit for New Parents	<ul style="list-style-type: none"> Recommended changes in basic Kit to State Commission for approval, if needed
Community based outreach (CBO)	<ul style="list-style-type: none"> Commission decision on CBO structure
Budget Development & Revenue Projections	<ul style="list-style-type: none"> Updated Revenue Estimates based on May Revise
Strategic Plan tracking	<ul style="list-style-type: none"> Annual update
Performance Assessments	<ul style="list-style-type: none"> Executive Director Annual Performance Assessment

ONGOING OR LONG TERM	
Strategy	Key Event
Regional Technical Assistance	<ul style="list-style-type: none"> Monitor activities in 5 regions for 2003-2005 agreements Participate in coordinating meetings – Biannually at minimum
School Readiness Initiative Special Studies	<ul style="list-style-type: none"> Implementation
Sponsor/co-sponsor/support legislation	<ul style="list-style-type: none"> Collaborate with key groups to obtain support for Assembly Bill 56 Amend bill as necessary
Educate legislative members and key staff about the importance of these programs and the role they play in enhancing a child's readiness for school and in supporting the child's family	<ul style="list-style-type: none"> Hold meetings/events with members Coordinate meetings and messages with county commissions and other stakeholders
Educate legislative members and key staff about the importance of quality early childhood education and preschool. Support advocacy efforts for Master Plan legislation	<ul style="list-style-type: none"> Hold meetings/events with members Coordinate meetings and messages with county commissions and other stakeholders
Implement public engagement program to initiate a public dialog on the value of preschool	<ul style="list-style-type: none"> Free media outreach supporting local Commission Preschool for All effort Free media outreach related to sponsored legislation Publish future issues of Building Blocks Develop support materials (i.e. brochures, fact sheets, info packets, white papers, etc.)
Implement parent/caregiver education program to educate parents and caregivers on targeted child development issues	<ul style="list-style-type: none"> Free/earned media supporting State & County Commission ECE efforts Publicly launch local Commission Kit programs Free/earned media supporting key Kit-related milestones

KEY EVENTS 2003 - 2004

ONGOING OR LONG TERM	
Strategy	Key Event
Implement education program to educate pregnant women, parents and caregivers on the dangers of smoking and second hand smoke	<ul style="list-style-type: none"> ▪ Media campaign: Approx. 3 campaigns per year ▪ Free/earned media support of County Commission anti-tobacco initiatives
Advocate for the dissemination of information about the risks of smoking and the promotion of cessation services	<ul style="list-style-type: none"> ▪ Consistent with legislative review criteria, take positions on bills that further this objective, as opportunities arise
Accounting Systems	<ul style="list-style-type: none"> ▪ Monthly review and monitoring of expenditures, allocations, and disbursements
Partnerships	<ul style="list-style-type: none"> ▪ Collaborate and form alliances on policy development, key legislation and advocacy strategies that further the goals of First 5. ▪ Develop appropriate support materials and fact sheets ▪ Collaborate with other state agencies, foundations and CCAFA on program development and implementation ▪ Presentations at conferences and meetings
Statewide & national leadership	<ul style="list-style-type: none"> ▪ Provide leadership, expertise and advice to organizations which further the Goals of First 5 CA, including: <ul style="list-style-type: none"> - National Governors Association - National Early Childhood Leaders Forum - National School Readiness Indicators Initiative - Packard/Pew Partnership - Joint Legislative Committee on the Master Plan for Education - American Evaluation and Research Association - Family Resource Center Funders Group
Employee training & development (as needed)	<ul style="list-style-type: none"> ▪ Continuous employee development and training ▪ New Supervisor Training (required); Assess needs and obtain training ▪ Employee orientation ▪ Continuously update Employee Manual
Customer relationships	<ul style="list-style-type: none"> ▪ Maintain communication and be responsive to State Commissioners ▪ Maintain communication and be responsive to County Commissions and CCAFA
Commission Meetings	<ul style="list-style-type: none"> ▪ Plan, prepare, hold and follow-up for all State Commission meetings
Communications (as needed)	<ul style="list-style-type: none"> ▪ Respond to reporter inquiries ▪ Proactively conduct media outreach ▪ Respond to news coverage that is applicable to Commission activities ▪ Develop and update brochures and other materials ▪ Continuously update website to ensure public access to Commission materials and information ▪ Develop appropriate support materials and fact sheets

KEY EVENTS 2003-2004

ONGOING OR LONG TERM	
Strategy	Key Event
Information Technology	<ul style="list-style-type: none"> ▪ Ongoing IT support and maintenance ▪ Update First 5 California website
Technical Assistance	<ul style="list-style-type: none"> ▪ Website support to 26 County Commissions ▪ School Readiness TA ▪ Regional TA ▪ Statewide Conference Planning Committee ▪ Statewide Evaluation and Data Collection TA ▪ Media TA support for all County Commissions
Contract Management	<ul style="list-style-type: none"> ▪ Continuous contract training of all internal staff ▪ Update Contract manual
Open Meetings	<ul style="list-style-type: none"> ▪ Comply with the Bagley-Keene Open Meetings Act in planning and holding all meetings of the State Commission and its Advisory Committee(s)
Personnel Systems	<ul style="list-style-type: none"> ▪ Work with DGS to ensure all personnel systems and controls are in place
Legal Support	<ul style="list-style-type: none"> ▪ Maintain communication and consultative relationship with counsel at the Attorney General's Office, and consult with counsel as appropriate
Commissioner Administrative Support	<ul style="list-style-type: none"> ▪ Process paperwork required for stipend ▪ Bi-annual Ethics Training ▪ Processing Travel Expense Claims

I V . A P P E N D I X

Appendix 1

S T R A T E G I C P L A N N I N G P R O C E S S

The CCFC Strategic Plan for fiscal years 2003-2006 was developed with the following objectives:

- Defines the CCFC Vision and Guiding Principles
- Articulates the Goals of the State Commission and the Objectives that are in support of those Goals
- Documents existing approved Strategies (initiatives/programs) and their potential future costs
- Provides information on possible new strategies to support school readiness, including those specifically related to the CCFC Five Focus Areas and the Master Plan
- Serves as a vehicle for the State Commissioners to direct staff on what current strategies should be continued and which new strategies should be implemented
- Defines the available resources for strategy continuance or development
- Allows for flexibility in adapting to changing needs for the target population and to changes in the tobacco tax revenue base.
- Defines the expected outcomes from current and future implemented strategies.

The Strategic Plan represents the culmination of much preparation and planning. Strategies Incorporated supported the leadership of CCFC in developing the plan. The process included planning sessions, staff only meetings, employee surveys, budget exercises and extensive analysis. The work focused on gaining a clear understanding of past and current strategies, as well as developing recommendations as to which current strategies should be continued and which new initiatives should be developed.

Appendix 2

KEY ACCOMPLISHMENTS DURING 2002-2003

The Commission has undertaken a number of key investments to help achieve its school readiness goals of the Commission. These investments, either far reaching or more targeted, were strategically chosen to incrementally build both the programs and the support for our overall vision. This section summarizes some of the Key Accomplishments from the past year. There are, however, many Commission activities which make a valuable contribution to our efforts that are not included in this summary.

Goal# 1: Early Childhood Learning & Education:

Increase the quality of and access to early learning and education for young children (0-5).

The Commission invested in the following strategies in 2002/03 to further the goal related to Early Childhood Learning & Education:

School Readiness Initiative

First 5 California has adopted school readiness as its overarching goal. The \$ 400 million School Readiness (SR) Initiative is the Commission's signature program and the primary means of achieving its overarching goal of school readiness. The Commission uses the definition of school readiness developed by the National Education Goals Panel: children's readiness for school, schools' readiness for children, and the family and community supports and services that contribute to children's readiness for school success.

- Children's readiness for school: This includes physical well-being, motor development, social and emotional development, experience with appropriate approaches to learning and language development, and development of cognitive skills. Implementation strategies include support of high quality and developmentally appropriate childcare/child development resources and healthcare services.
- School's readiness for children: This includes better equipping schools to receive children by developing a continuum between early care and education programs and the classroom experience.
- Readiness of families and communities: This element speaks directly to the need for systems change and public education on the merits of early learning. Services for children, parents and other caregivers must be readily available and accessible in family-friendly environments, and the importance of the early years of development, through the provision of educational materials and programs, must be made self evident to the parents, caregivers and policy makers in California.

Key Accomplishments during 2002-2003

These aspects provide the framework for the five “Essential and Coordinated Elements” required for every School Readiness Program for children ages 0-5:

1. Early care and education (ECE) with kindergarten transition strategies, including improved access to high-quality ECE for parents and providers, and improved implementation of effective practices through training of all types of ECE providers.
2. Parenting and family support services, including services to improve literacy and parenting skills, home visitation, employment development, and family court services.
3. Health and social services, including services such as health plan enrollment; provision and/or referral to basic healthcare (e.g., prenatal care, services for children with disabilities and other special needs, oral health, and nutrition); comprehensive screening and assessment; mental health counseling; and others.
4. Schools’ readiness for children, including articulation of ECE and kindergarten standards and curriculum, outreach to parents, kindergarten transition programs, cross-training for ECE providers and elementary teachers, and coordination of support services and assessments.
5. Program infrastructure, administration, and evaluation, including coordination across the five ‘Elements,’ staff training, transportation, and evaluation for program improvement.

School Readiness Programs can be based at schools or in community settings linked to schools. All services need to be culturally and linguistically appropriate, address the needs of diverse populations, and include children with disabilities and other special needs. First 5 California contracted with UCLA’s Center for Healthier Children, Families and Communities to support effective implementation of local SR Programs by providing direct technical assistance, developing materials, a Web site, a listserv, and coordinating regional meetings.

The School Readiness Initiative is progressing through the joint efforts of the First 5 California and all 58 counties. The First 5 California allocated \$206.5 million over a four-year period that requires collaboration and a 1:1 cash match from the County Commissions and/or local partners. This financial commitment will help to ensure that school readiness becomes an integral part of California’s education, health care, and family support systems. First 5 California achieved a significant benchmark in this signature program when the 100th School Readiness Site was approved for funding.

Perhaps the most creative and ambitious aspect of the School Readiness Initiative is to persuade all relevant organizations, agencies, and the general public that children’s success in school is everyone’s responsibility. If children are to succeed in school, their families and communities need to support them by making sure they are healthy, well nourished, and mentally alert. This requires that services for children be readily available and accessible in family-friendly environments and that parents are fully aware of the importance of their role as their child’s first “teacher.” The Initiative will be supported by a broad campaign to educate the public about the importance of school readiness resources and the standards and expectations for early education and kindergarten. Research-based readiness assessments for children and schools, as well as rigorous program evaluation, are being developed to support implementation of School Readiness Programs statewide.

Key Accomplishments during 2002-2003

Master Plan

At the request of the Legislature's Joint Committee to Develop a Master Plan for Education, First 5 California funded and coordinated the activities of the 60-member School Readiness Working Group, chaired by Commissioner Karen Hill-Scott, to address the importance of early childhood development for success in school and in life. Their School Readiness report is based on a compelling body of scientific evidence that children's first five years of life are crucial to their future success. The report includes 14 major recommendations with numerous implementation suggestions to build a statewide system of early education services. First 5 California supports and recognizes the importance of all the recommendations made by the School Readiness Working Group and has identified three recommendations that will be a focus for First 5 California.

These three recommendations are critical steps in achieving school readiness for all California children:

1. **FOR INFANTS AND TODDLERS:** Fund high quality programs for all low-income infants and toddlers and enhance developmental screening in the earliest years of life.
2. **FOR PRESCHOOLERS:** For the two years leading up to kindergarten entry, provide universal access to formal preschool programs that offer group experiences, standards-based curricula, and individualized transition plans to kindergarten.
3. **SCHOOL READINESS CENTERS:** Enact legislation that will allocate resources to establish a network of neighborhood-based School Readiness Centers that gives all families access to essential services to meet children's developmental needs.

Early Steps to Reading Success

Approved by First 5 California in July 2001 for \$10 million over two years, the Early Steps to Reading Success program fosters school readiness by providing high-quality, research-based professional development in early literacy to early childhood educators, including family childcare providers, serving children at greatest risk of school failure. Funding provides for the simultaneous translation of live broadcast of Heads Up! Reading into Spanish, as well as additional outreach to potential participants. It is estimated that 8,000 early childhood educators and more than 80,000 parents participate in this program each year.

Key Accomplishments during 2002-2003

Matching Funds for Retention Incentives for Early Care and Education Providers

Through a \$67-million funding partnership that began in 2000, First 5 California is investing almost \$17 million, over three years, in matching funds to 42 participating County Commissions, and County Commissions are investing \$50 million to support local programs addressing retention of family childcare providers and center-based teaching staff and directors by providing incentives for qualified staff to stay in the field and improve their education and professional development.

This initiative aims to improve the quality of early care and education programs by reducing high staff turnover in the field. In recognition of workforce stability as a major factor in the potential for bonding between caregivers and young children and, thus, in the quality of childcare, the Retention Incentives Initiative rewards professionals who have demonstrated a commitment by continued dedication to the field and by continued professional development.

Most of the programs are based on the Compensation and Retention Encourage Stability (CARES) model, in which early care and education staff receive stipends based on their level of education. Their eligibility for receiving funds the following year depends on continuation of their education or professional development. One county is implementing a benefits package rather than stipends, and another is distributing bonuses based on attending a specific number of hours of training in a year. A total of 16,459 early care and education stipends have been distributed to qualified staff during fiscal years 2000/01 and 2001/02.

The Retention Incentives Initiative is a pilot project and is scheduled to end in June 2003. Policy Analysis for California Education (PACE) is conducting an evaluation of the project. First 5 California is looking at how different compensation and retention strategies work under varying conditions, and which approaches are most cost-effective. The retention incentive evaluation is guided by two primary research questions:

1. How does the implementation process affect the outcomes for particular strategies?
2. What is the differential impact of particular retention incentive strategies on the retention and professional development of early care and education providers?

For a subset of the counties, the study includes site visits; interviews and focus groups with program staff, participants, and key stakeholders to assess program implementation; annual interviews with childcare retention incentive (CRI) recipients and center directors; and data from community colleges, state credentialing agencies, and the 2000 census.

The information obtained from the evaluation component will help inform First 5 California's policy direction and funding decisions for future workforce initiatives. Continued investment in the program will be based on this rigorous evaluation of the pilot project.

Key Accomplishments during 2002-2003

Results have been collected for the first year (2000/01) of the two-year evaluation, and the preliminary findings are promising. Participants in the Alameda Child Development Corps (CDC) and SF CARES were significantly more likely to take ECE college coursework and other training than ECE staff in the comparison group. This finding is of particular importance because of the link between education and the quality of care provided. ECE staff with more training and education is more likely to provide sensitive and responsive care. One year after stipends were first distributed, the following training and professional development was found:

- After controlling for differences, 63 percent of CRI recipients in the Alameda CDC and 64 percent in SF CARES took ECE college classes, whereas only 50 percent of ECE staff in the comparison group did.
- After controlling for differences, approximately 93 percent of CRI recipients in the Alameda CDC and 90 percent of recipients in SF CARES participated in ECE workshops in the year following receipt of the stipend, compared with 75 percent of ECE staff in the comparison group.
- The vast majority of participants in the Alameda CDC and SF CARES stayed in the ECE field in the year following receipt of the stipend. Although these data are preliminary, the retention of recipients is a positive indicator because of the evidence linking staff stability to the quality of care provided.

Training and Retaining Early Care and Education Providers, Policy Analysis for California Education

This \$6 million initiative began in March 2000 and through six different training projects, aims to recruit more individuals into the early care and education (ECE) field, raise the graduation rate from high-quality training programs, and boost the retention of qualified providers in order to stabilize the childcare workforce. Another important goal is to raise the number of teachers or providers working with underserved populations, including children whose primary language is not English, infants, and children with disabilities and other special needs, in regions of the state with particularly scarce supplies of licensed childcare programs. The evaluation is assessing programs individually and as a group to determine their effectiveness over time. As of June 30, 2002, the six training projects funded for expansion with First 5 California funds had 3,197 participants.

Accreditation of Childcare Centers

Implemented in January 2001 this project, in partnership with California Department of Education, is an investment of \$8 million over three years. This project supports the expansion of quality early care by providing incentive grants and technical assistance to licensed family childcare homes and childcare centers located in the service area of low-performing schools to become accredited by a nationally recognized childcare accreditation agency. Approximately, 370 centers and 900 family childcare homes will become accredited as a result of this project. Priority participation is given to providers that care for infants, serve families in which English is not the primary language, care for children with disabilities or other special needs, and offer care during nontraditional hours. Accredited programs offer children enhanced school readiness opportunities, more stimulating and supportive care, better health and safety practices, better staff-child ratios, and improved indoor/outdoor environments.

Key Accomplishments during 2002-2003

Statewide Evaluation

As required by the Act, First 5 California is required to evaluate the impact of the First 5 Funds including the manner in which funds were expended, the progress toward, and the achievement of goals and objectives, and the measurement of specific outcomes through the appropriate indicators. In March 2002, the Commission awarded a contract for \$23.5 million, over three years, to conduct the Statewide Data Collection and Evaluation of First 5 California and its School Readiness Initiative. The contract was awarded to SRI International, with work beginning in March 2002. Regional meetings were held in April and May across the state for County Commission staff as an introduction to the evaluation team and the evaluation framework, and to provide an opportunity for input into the evaluation goals, design, and process. The goals of the Evaluation are to:

1. Support the continuous improvement of local and state activities.
2. Support accountability to the public and the State Legislature.
3. Produce reliable, high-quality information about:
 - Implementation of First 5 strategic plans and activities.
 - Improvements in local systems of care.
 - Outcomes for children and families (at the participant and community levels).
 - County context.
4. Be inclusive and reflect the diversity of California's counties and communities.

The Evaluation design includes several key products that will be completed in the first year of the contract:

- Statewide and School Readiness evaluation designs and tools.
- Revised *Results to Be Achieved* document.
- Revised annual County Commission reporting form.
- Annual report to the Legislature.
- Confidentiality guidelines and recommendations for incorporating equity principles.
- Web-based data system (PEDS).
- County scorecards.
- Designs for comparison, cost-effectiveness, sustainability, and longitudinal studies.
- Case studies on promising practices.

Key Accomplishments during 2002-2003

Goal# 2: Early Childhood Health:

Promote the prevention, early identification of and intervention in health and developmental issues.

The Commission has attempted to address the most pressing issues related to children's health, as presented to us by numerous experts in the health care arena. Significant activities occurred during 2002/03 in the following initiatives.

Infant, Preschool, and Family Mental Health Initiative

The Infant, Preschool, and Family Mental Health Initiative, conducted in partnership with the Department of Mental Health, is a three-year project funded at \$3,600,000. Implementation began in June 2001 in eight counties. The goals of this project are to (1) develop new mental health services for young children and their families consistent with Systems of Care practices and philosophy, (2) provide education and training about services for children ages 0-5 and their families, (3) train mental health providers in skills required to work with very young children and their families, (4) expand interagency collaboration, (5) develop infrastructure necessary for carrying out these goals, and (6) conduct evaluation throughout the project to demonstrate outcomes. The project has completed preliminary evaluation status reports showing promising outcomes.

Childhood Asthma Initiative

Conducted in partnership with the Department of Health Services and funded by First 5 California at \$6,100,000, this two-year project began in September 2000. The major components of the initiative are:

Local Assistance. There are two types of local assistance projects: Community Asthma Intervention (8 projects) and Asthma Treatment Services (3 projects).

Provider Education. A major effort is under way to develop Child Health and Disability Prevention Program (CHDP) Asthma Health Assessment Guidelines for infants and children from birth to five years of age. Seven regional trainings were held in spring-summer 2001 to orient the county CHDP coordinators to the new guidelines, who in turn will train the more than 5,000 CHDP providers statewide.

Assessment and Studies. Two major efforts are under way: one to analyze data from the Child Health and Development Study on early childhood determinants of asthma and one to survey childcare centers regarding their policies and practices related to asthma.

Evaluation. Local and statewide evaluation of interventions to assess impact of community wide policies, asthma management, use of written asthma management plans and appropriate asthma treatment, assessment of asthma severity, access to healthcare coverage of young children with asthma, and child/family quality of life.

Key Accomplishments during 2002-2003

Goal# 3: Parent and Community Education:

Provide information and tools to parents, families and communities on the importance of early learning experiences for children 0-5 and their families.

Providing consistent and research validated parenting information to all Californians that interact with children is the driving vision for the Commission goal related to Parent and Community Education: In furtherance of this goal the Commission invested in the following strategies:

Kit For New Parents

In May 2001, First 5 California approved the investment of more than \$23 million over the next two years for the implementation of the Kit for New Parents, which contains informational videos and printed materials on a range of child development topics. When evaluated in a pilot phase by the University of California at Berkeley, the Kit demonstrated a clear impact on parents' attitudes and behaviors. First 5 California, in partnership with County Commissions, distributed nearly 500,000 Kits in the first year of the program. First 5 California funds the production of the Kit, and First 5/Children and Families County Commissions distribute the Kit locally. The Kits are also distributed through First 5 California's 800 number. Kits are currently available in English and Spanish, plans are underway to adapt the Kit into Korean, Mandarin, Cantonese, and Vietnamese.

The Kit for New Parents is a comprehensive resource for new and expecting parents. The videos and printed materials in the Kit translate recent scientific findings about the importance of the early years in every child's life into practical guidelines for parents' daily interaction with their babies and young children. The study conducted during the pilot phase found that participating parents appreciated and used the Kit and made many positive attitudinal and behavioral changes based on the information provided in it.

The Kit for New Parents, available in both Spanish and English versions, contains six celebrity-hosted videos that provide a wealth of information on raising healthy, self-confident, happy children who are learning and ready to reach their greatest potential. Topics include:

- The first years. Provides information on the importance of bonding, communication, health, nutrition, and childcare.
- Early literacy. Describes a variety of ways parents can help their young children develop the skills necessary to learn to read and write.
- Quality childcare. Explains the role of high-quality childcare in children's healthy development and points out what to look for when choosing a childcare provider.
- Safety. Offers tips on making children's environments safe -- for example, ways to prevent accidental injuries -- and provides information on automobile car seat safety.
- Your healthy baby. Includes information on prenatal care, breastfeeding, visiting the pediatrician, and meeting children's nutrition and exercise needs.
- Discipline. Provides a framework for setting limits and explains why a firm but gentle approach is best.

Key Accomplishments during 2002-2003

Public Education Campaign

Beginning in January 2001, First 5 California voted to approve the development of a new public education campaign and to continue current projects that in a study have been credited with helping raise awareness of the importance of the early years for more than 75 percent of Californians. The materials are produced in 11 languages and placed in every media market in the state, reaching every county in the state through a mix of TV, radio, print, and outdoor formats. Overall, general market TV reached an estimated 99 percent of the target audience – who saw the ads an average of 35 times. General market radio reached approximately 77 percent of the target audience, who heard the ads an average of 10 times. The research for the Spanish language audience was similar. The media campaign includes the following components:

- Granted \$12 million to 151 community-based organizations reaching diverse populations with early childhood development public education messages in more than 35 languages.
- Conducted a campaign of public education outreach to parents and caregivers on the importance of the early years that was covered in an average of 25 news stories per month in the general market, Spanish-language, Asian-language, and African-American media.
- Partnered with the Spanish-language television network, Univision, which aired 22 “Nuestros Ninos Primeros” (Our Children First) news segments to educate parents and caregivers about early childhood development issues, including disabilities and other special needs, health, safety, and childcare. The segments reached more than 1 million viewers with an estimated advertising value of \$460,860.
- Developed a clearinghouse, which includes an online catalog, to disseminate First 5 California early childhood educational materials to organizations that provide support and services to California families.

Key Accomplishments during 2002-2003

Goal# 4: Tobacco Cessation:

Contribute to the decrease in the use of tobacco products and other harmful substances by pregnant women, parents and caregivers of young children.

California Smokers' Help Line

The Smokers' Helpline was funded in January 2001 for \$3 million over a three-year period. In partnership with UC San Diego, this project is intended to further the Commission's long-range goal of improving child health by reducing one of the greatest threats to children's welfare: parental smoking. The project will increase the availability of cessation services for pregnant smokers and smoking parents of young children. These services are provided by the California Smokers' Help Line, an existing statewide tobacco cessation program that has proven effective with adult smokers.

Smoking Cessation: Training of Healthcare Providers

This is a 20-month project that began in December 2001 with a total First 5 California investment of \$600,000 and is conducted in partnership with the American Cancer Society. This demonstration project is a smoking cessation program specifically designed and targeted to pregnant smokers and smoking parents of young children ages 0-5. In addition to direct patient services, this program includes a healthcare provider training component and an independent evaluation.

Public Education Campaign

The Anti-Tobacco campaigns were produced in 11 languages and placed in every media market in the state, reaching every county in the state through a mix of TV, radio, print, and outdoor formats. Overall, the Anti-Tobacco General Market TV reached an estimated 97% of the target audience--who saw the ad an average of 12 times. Anti-Tobacco General Market radio reached approximately 74% of our target audience--who heard the ad an average of 5 times. Reach for the Spanish Language audience was similar. The total amount spent on Anti-Tobacco advertising was approximately \$4.9 million, roughly 27% of the entire media campaign cost.

Appendix 3

First 5 California Goals, Objectives and Strategies

Goal# 1: Early Childhood Learning & Education:

Increase the quality of and access to early learning and education for young children (0-5).

Objectives	Strategies to achieve this Objective	Other Strategies that also impact this Objective
1.1 Increase Early Literacy	<ul style="list-style-type: none"> ▪ Early Steps to Reading Success ▪ Migrant and Seasonal Farmworker Focus Area 	<ul style="list-style-type: none"> ▪ Kit for New Parents ▪ School Readiness Initiative ▪ <i>Preschool for All</i>
1.2 Improve the quality of caregiving through training, development & retention	<ul style="list-style-type: none"> ▪ Accreditation of Childcare Centers and Family Childcare Homes ▪ Matching funds for Retention Incentives for Early Care and Education Providers ▪ Child Development Permit Project ▪ Training and Retaining Early Care and Education Providers ▪ Informal Child-Caregiver Support Project 	<ul style="list-style-type: none"> ▪ Child Care Health Linkages ▪ School Readiness Initiative ▪ <i>Preschool for All</i>
1.3 Expand education and care services for children with special needs	<ul style="list-style-type: none"> ▪ Special Needs Project 1.Children with Disabilities and other Special Needs and 2. Mental Health 	<ul style="list-style-type: none"> ▪ Child Care Health Linkages ▪ School Readiness Initiative ▪ Matching Funds for Retention Incentives ▪ Training and Retaining Early Care and Education Providers ▪ Early Mental Health

Continued on next page

First 5 California Goals, Objectives and Strategies

Goal# 1: Early Childhood Learning & Education: continued

Objectives	Strategies to achieve this Objective	Other Strategies that also impact this Objective
1.4 Establish school readiness programs in all 58 counties	<ul style="list-style-type: none"> ▪ School Readiness Initiative ▪ Statewide School Readiness Initiative Evaluation ▪ Technical Assistance for School Readiness Programs ▪ Regional Technical Assistance ▪ Service Corps Initiative ▪ School Readiness Initiative Special Studies ▪ Public Relations to support School Readiness Initiative ▪ Advocate for passage of reforms that address the Master Plan recommendations ▪ Educate legislative members and key staff about the importance of these programs and the role they play in enhancing a child's readiness for school and in supporting the child's family 	
1.5 Support the development of a statewide system which provides preschool for all	<ul style="list-style-type: none"> ▪ Preschool for All Initiative ▪ Preschool for All Special Studies ▪ ABCD Project ▪ Public Education Campaign ▪ Advocate for passage of reforms that address the Master Plan recommendations 	<ul style="list-style-type: none"> ▪ School Readiness Initiative

First 5 California Goals, Objectives and Strategies

Goal# 2: Early Childhood Health:

Promote the prevention, early identification of and intervention in health and developmental issues.

Objectives	Strategies to achieve this Objective	Other strategies that also impact this Objective
2.1 Increase the quality of and access to early and periodic health and developmental assessments to improve the early identification of and intervention for children with disabilities and special needs, including social-emotional needs	<ul style="list-style-type: none"> ▪ Special Needs Project (see 1.3 above) ▪ Infant, Preschool, and Family Mental Health Initiative ▪ Advocate for passage of reforms that address the Master Plan recommendations 	<ul style="list-style-type: none"> ▪ School Readiness Initiative
2.2 Promote oral health and prevent the incidence of early childhood caries	<ul style="list-style-type: none"> ▪ Oral Health Initiative—Insurance based demonstration project 	<ul style="list-style-type: none"> ▪ Child Care Health Linkages ▪ First 5 CA Oral Health Initiative-Education and Training Project
2.3 Improve the quality of health services for young children through training of professionals and para-professionals	<ul style="list-style-type: none"> ▪ Oral Health Initiative—Education and Training Project ▪ Child Care Health Linkages Project 	<ul style="list-style-type: none"> ▪ Fresh Start Program (American Cancer Society) ▪ Infant, Preschool and Family Mental Health Initiative ▪ Childhood Asthma Project ▪ School Readiness Initiative
2.4 Increase access to quality health services for children 0-5	<ul style="list-style-type: none"> ▪ Childhood Asthma Initiative ▪ Health Access Initiative 	<ul style="list-style-type: none"> ▪ Child Care Health Linkages ▪ First 5 Oral Health Initiative-Insurance-based Demonstration Project ▪ School Readiness Initiative

First 5 California Goals, Objectives and Strategies

Goal# 3: Parent and Community Education:

Promote the importance of quality early care and education for young children by providing information and tools to parents, caregivers, schools and communities.

Objectives	Strategies to achieve this Objective	Other strategies that also impact this Objective
3.1 Improve the quality of and access to parent education	<ul style="list-style-type: none"> ▪ Kit for New Parents ▪ Kit for New Parents Adaptation ▪ Public education campaign on targeted child development issues 	<ul style="list-style-type: none"> ▪ Early Steps to Reading Success ▪ Child Care Health Linkages ▪ First 5 Oral Health Initiative ▪ School Readiness Initiative ▪ CBO Program
3.2 Implement and manage a community education program	<ul style="list-style-type: none"> ▪ Safe from the Start ▪ <i>Raise public awareness of Safe Arms for Newborns</i> 	<ul style="list-style-type: none"> ▪ School Readiness Initiative

Goal# 4: Tobacco Cessation:

Contribute to the decrease in the use of tobacco products and other harmful substances by pregnant women, parents and caregivers of young children.

Objectives	Strategies to achieve this Objective	Other strategies that also impact this Objective
4.1 Increase education on the dangers of smoking and second hand smoke, as well as cessation services for pregnant women, parents and caregivers.	<ul style="list-style-type: none"> ▪ Fresh Start Program ▪ California Smokers Helpline ▪ Public education campaign utilizing TV, radio, print, etc. on the effects of tobacco use ▪ PR and CBO Programs ▪ Advocate for the dissemination of information about the risks of smoking and the promotion of cessation services 	<ul style="list-style-type: none"> ▪ Kit for New Parents ▪ Fresh Start Program ▪ California Smokers Helpline ▪ Childhood Asthma Project ▪ Child Care Health Linkages ▪ CBO Program

First 5 California Goals, Objectives and Strategies

Goal#5: Organizational Effectiveness:

Ensure programs and resources are utilized and managed in the most effective manner and in accordance with state laws and regulations.

Objectives	Strategies to achieve this Objective	Other strategies that also impact this Objective
5.1 Maintain all necessary fiscal systems and controls to ensure proper accounting and expenditure of funds	<ul style="list-style-type: none"> ▪ Budget Development & Revenue Projections ▪ Accounting Systems ▪ Annual State Audit 	
5.2 Maximize and measure program effectiveness	<ul style="list-style-type: none"> ▪ Equity Principles ▪ Partnerships ▪ Statewide & national leadership ▪ Annual Report ▪ Statewide Evaluation ▪ Research Agenda 	
5.3 Ensure the organization is productive, customer-focused and employee friendly	<ul style="list-style-type: none"> ▪ Strategic Plan tracking ▪ Employee training & development ▪ Annual Performance Assessments ▪ Employee Satisfaction Survey ▪ Customer relationships ▪ Commission Meetings ▪ External Communications ▪ Information Technology ▪ Technical Assistance 	
5.4 Ensure administrative functions are operated in accordance with state laws and regulations	<ul style="list-style-type: none"> ▪ Contract Management ▪ Open Meetings ▪ Personnel Systems ▪ Legal Support ▪ Commissioner Administrative Support 	

Appendix 4

E Q U I T Y P R I N C I P L E S

Adopted by the State Commission in October 2001

Recognizing significant gaps and disparities in the provision of services for children and their families and as observed in educational, health and other outcomes, the State Commissioners adopted a resolution in November, 1999, demonstrating its commitment and leadership towards taking proactive steps to ensure that California children and their families from diverse populations, including children with disabilities and other special needs, are an integral part of the planning and implementation of Proposition 10. By the following summer (July 2000), the State Commissioners had established the Advisory Committee on Diversity to serve as their policy advisors on issues related to diversity and equity. For Prop 10, diversity has been defined to be inclusive of children prenatally to five years of age, regardless of immigration status, who:

- Are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or
- Have disabilities and other special needs.

The Advisory Committee on Diversity is responsible for advising the State Commission in fulfilling its mission to adopt policies and practices that equitably provide California's children (prenatal to 5) from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services and programs designed to help them reach their full potential and prepare them for positive educational and life experiences. To achieve this vision, it is critical that parents and other caregivers of children from diverse backgrounds and with diverse abilities have meaningful roles in the planning, delivery and evaluation of Prop 10 initiatives. When historically marginalized groups have a voice in shaping the systems that affect the lives of their children, we can expect cutting-edge and powerful changes. The Advisory Committee on Diversity is confident that only through this increased level of involvement and system improvements will equity be achieved.

The Advisory Committee on Diversity determined at its second meeting (November 2000) that its work must begin with the development of Equity Principles, which were originally referred to as Diversity Principles. The State Commission is the primary audience for these Equity Principles; the principles will be used to guide their policy work and funding decisions. Additionally, the Equity Principles are intended for use by the CCFC staff and contractors. Although the Principles are not mandates, they can serve as guidelines to ensure that the programs and services established and supported by Prop 10 funds are both culturally and linguistically competent and inclusive in serving children with disabilities and other special needs.

The Committee also developed these Equity Principles with the local audience in mind and in response to the County Commissions' requests for support in this area. The Advisory Committee on Diversity feels strongly that the Equity Principles will be beneficial to the children and families served through local programs funded by the County Commissioners.

EQUITY PRINCIPLES

The Advisory Committee on Diversity firmly believes that through assuring improved programs and access for children and their families from diverse backgrounds and with diverse abilities, the services for all children in California will be better served. We offer these Principles to assist the State Commission in fulfilling its commitment to all children and hope that others throughout California will also adopt them. There are four major components to the Diversity Principles:

1. Inclusive Governance and Participation
2. Access to Services
3. Legislative and Regulatory Mandates
4. Results-based Accountability

The Advisory Committee approved the Equity Principles on June 29, 2001. It is anticipated that the Committee will periodically review and update the Principles.

Inclusive Governance and Participation

Prop 10 recognizes that children develop within the context of their families and communities, and as such, it is essential that Prop 10 programs secure and obtain meaningful participation and input of the families and other caregivers of children from diverse backgrounds and with diverse abilities throughout all program development and implementation phases. Prop 10 programs should:

- Use culturally- and linguistically-appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs and parents who themselves may have disabilities;
- Assure that all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved so that they can have an equal voice in defining their needs and finding solutions;
- Use community organizations, both formal and informal networks, and other communication vehicles that have been effective in reaching out to and serving diverse groups;
- Promote and support the development of emerging parent and community leaders; and
- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives, which includes the grant criteria process, advisory groups and other committees.

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A c c e s s t o S e r v i c e s

To assure that children from diverse backgrounds and with diverse abilities have access to high quality and culturally competent early care and education/development opportunities as a critical means for achieving equity, Prop 10 funded programs should:

- Set measurable goals and objectives for increasing access and achieving equity;
- Use culturally and linguistically relevant methods of communication and community outreach, which include engaging respected community persons to promote messages;
- Assure that programs provide access to information, resources and support regarding their child's development, including strengths and needs for all families;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze disaggregated community demographic data (ethnicity, disabilities, language, age, socio-economic status, literacy levels, underinsured/uninsured rates, etc.). Use these assessment and data to establish priority desired results and to design programs that will remove disparities and attain desired results;
- Provide information and support through culturally and linguistically responsive service providers and service providers who are knowledgeable about children with disabilities and other special needs and their families;
- Promote collaboration across disciplines, service delivery systems and communities. This includes implementation of a coordinated service delivery approach to young children, especially children with disabilities and other special needs and their families who are often served by a variety of agencies, programs, and service providers;
- Develop print, audio-visual, and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations (e.g., Braille, closed captioning);
- Schedule services in accordance with family needs and situations (work schedules, time of the year, language, transportation, etc.);
- Support programs that are individualized to address the cultural and linguistic diversity, as well as the range of ability levels and behavioral and learning styles that are representative of California's children and families;

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- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families. Individualization of services and supports for all families are critical to actively support a child's learning experiences in natural environments to the maximum extent appropriate;
- Demonstrate awareness of, and referrals to, services, resources and other supports available for children with disabilities and other special needs and their families;
- Demonstrate a commitment to promote a workforce that has skills, knowledge of, and reflective of the children and families being served, and a workforce that is knowledgeable about and supportive of children with disabilities and other special needs and their families;
- Demonstrate that staff who work with or on behalf of children and their families display a positive attitude about working with children with disabilities and special needs as well as children from culturally and linguistically diverse backgrounds; and
- Promote policies to assure training and technical assistance necessary to improve knowledge, attitudes and skills of all involved with the Commission and build their capacity to work within culturally and linguistically diverse communities, and serve as well as to work more effectively in serving the range of abilities, behavioral and learning styles that are representative of California's children.

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L e g i s l a t i v e a n d R e g u l a t o r y M a n d a t e s

Agencies must adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities.

Prop 10 programs should:

- Embrace the spirit of the law;
- Demonstrate leadership in assuring that all staff receive training, are knowledgeable about pertinent legislative and legal mandates and have the skills and resources necessary to implement required modifications or enhancements to services or facilities;
- Inform parents of their rights and responsibilities as well as those of their children;
- Offer its services to all children and their families regardless of immigration status (California Children and Families Commission Resolution –June 29, 1999); and
- Be held accountable for their compliance with key laws and other related mandates, for example:
 - Title VI of the Civil Rights Act of 1964: requires linguistic access via qualified interpreters and translated materials at no cost to the individual;
 - Americans with Disabilities Act 1990 (ADA): prohibits discrimination on the basis of disability and promotes equal access, building modifications, hiring practices for persons with disabilities;
 - Language Access Laws i.e., Dymally-Alatorre Bilingual Services Act (CA); imposes direct obligations state/local governmental agencies to provide appropriate translation services for languages spoken by 5% or more of population served;
 - Individuals with Disabilities Education Act (IDEA) establishes special education and coordinated, family centered service delivery systems for children with disabilities from birth through age 5 through several programs e.g., California's Early Start Program, California Department of Education's Preschool Special Education Program; and
 - Executive Order 13166: issued on August 11, 2000 to provide meaningful access to Limited English Proficient (LEP) individuals to federally assisted and federally conducted programs and activities.

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R e s u l t s - b a s e d A c c o u n t a b i l i t y

Prop 10 programs will have well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities and thus should:

- Commit to attaining their stated program outcomes realizing that their results are crucial to ongoing sustainability and advocacy;
- Allocate sufficient resources to support accountability and evaluation activities;
- Use program planners, evaluators and other experts who are knowledgeable about children's differing abilities, and who are culturally competent in regards to the population(s) served in developing effective assessment and evaluation tools and methods;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze community demographics (ethnicity, disabilities, language, age, socio-economic status, etc.);
- Assess regularly its inclusive governance process and provide updates on the extent of the family involvement and engagement throughout all phases of program development (planning, implementation and evaluation);
- Use culturally and linguistically appropriate questions, instruments and other research methods to collect relevant data from the populations and communities served;
- Include questions on disabilities and other related issues in surveys and other evaluation and research tools/instruments;
- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) describing children and families served and the achievement of access, equity and desired child/family results;
- Recognize that accountability and results are crucial to ongoing advocacy and sustainability; and
- Disseminate best practices and promising practices for the benefit of all children and their service providers throughout California.

Appendix 5

G L O S S A R Y o f P L A N N I N G T E R M S

V i s i o n

The Vision is a concise word picture of the organization at some future time. It sets the overall future direction for the organization. A Vision must be meaningful and inspiring to all stakeholders.

G u i d i n g P r i n c i p l e s

The Guiding Principles are intended to be overarching statements that guide all Commission activities and responsibilities. They were developed by the Commission in 2001.

E q u i t y P r i n c i p l e s

The Equity Principles recognize the need for the Commission to ensure that California children from diverse populations, including children with disabilities and other special needs, are an integral part of the planning and implementation and evaluation of First 5 California. The Advisory Committee on Diversity developed the CCFC Equity Principles.

S t r a t e g i c P l a n

The Strategic Plan is a long range strategic business plan for the organization that includes the following: Vision Statement, Guiding Principles, Situation Analysis Summary, Long Range Goals, Objectives, Strategies & Financial Forecast.

S c h o o l R e a d i n e s s G o a l s

School Readiness Goals are the strategic results or outcomes that measure the organization's successful attainment or progress in realizing its Vision.

O b j e c t i v e s

Objectives identify the key areas that need to be addressed/ accomplished to attain the School Readiness Goals.

S t r a t e g i e s

Strategies are the specific steps or action items that need to be completed to achieve the Objectives.

F i n a n c i a l F o r e c a s t

The Financial Plan consists of a pro forma summary of projected revenue and expenses for the years included in the Strategic Plan.